DOCUMENT RESUME

ED 097 784 88 EC 070 191

TITLE	Handicapped Children in the Regular Classroom; Project 1232: 1972-1973. (End of Budget Period Report) Title III, ESEA.
INSTITUTION	Fountain Valley School District, Calif.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	73
NOTE	146p.; Statistical data removed. For related documents see EC 070 192-193. Available in microfiche only due to legibility of original document
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Educational Planning; Educational Programs; *Exceptional Child Education; *Handicapped Children; *Information Dissemination; *Normalization (Handicapped); Program Evaluation; Regular Class Placement; School Districts; *State Programs; Workshops
IDENTIFIERS	California; Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

Presented is the end of budget period report of an Elementary and Secondary Education Act Title III Dissemination Project which was established to install in 10 California school districts one or more components of the integrated special education program entitled "Handicapped Children in the Regular Classroom" and to locally expand the program from two to four schools. Included are statistical data regarding such areas as staff development, areas of influence, extent of staff participation, student population, evaluation strategies, and project products such as a bibliography, evaluation tests, and brochures. Project results include implementation of one or more components of the Title III project by 11 different school districts and 47 schools; participation by 191 people in awareness presentation seminars; visitations by 233 visitors from 37 school districts; four in-district and seven out-of-district seminars; and provision of technical assistance to four school districts. Extensive appendixes include such items as data on project disseminations to school districts, lists of school district contracts, charts of district implementation plans, copies of evaluation questionaires returned by individual school districts, and summaries of 1972-73 adoption/adaptation activities. (GW)

ED 097784

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

RECEIVED
JUN 30 1973
ESEA, Title III

END OF BUDGET PERIOD REPORT

TITLE III, ESEA

EC

HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM

PROJECT 1232

1972 - 1973

BEST COPY AVAILABLE

FOUNTAIN VALLEY SCHOOL DISTRICT

FOUNTAIN VALLEY, CALIFORNIA

PART I - STAFF DEVELOPMENT

BEST COPY AVAILABLE

The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1)	(2)	(3) No. of workshops, conferences and seminars held by type of training			
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
→	401	25 Awareness Seminars from ACSA/EXPO			(Over)

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. [X] Yes [ ] No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 30% 40% 50% 60% 70% 80% 90% (100%)

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION-1972-73

Four in-district and five out-of-district staff training seminars which provided training in the following areas:

Preparing regular classroom teachers to accept handicapped children; developing educational objectives; forecasting techniques and record keeping systems; individualizing instruction within a large-sized classroom (33+); teaching regular classroom students to help students with various handicaps; adapting regular classroom curriculum to the needs and abilities of special education students; behavior management.

BEST COPY AVAILABLE

3. Is the project being adopted or adapted by other school districts?

[X] Yes [ ] No

4. If the answer is YES, list the school districts by name and address:

4.1 Cupertino Union School District
10301 Vista Dr., Cupertino, 95014 Ca.,

4.2 W. Covina Unified School Dist.
1717 W. Merced, W. Covena, 91790

4.3 Newark Unified School District
P.O. Box 385, Newark 94560

4.4 Hueneme Elementary School District
354 N. 3d St., Port Hueneme, 93041

4.5 Santa Ana School District
1405 French St., Santa Ana, 92701

4.6 Newhall School District
25022 N. Hawkbryn, Newhall, 91321

4.7 Lancaster SchoolDistrict
P.O. Box 1750, Lancaster, 93534

4.8 L.A. City School District
14600 Tyler St., Sylmar, 91342

4.9 Berryessa Union School District
935 Piedmont Rd., San Jose, 95132

4.10 So. Whittier School District
P.O. Box 3037, Whittier, 90605

4.11 Stockton Unified School District
701 No. Madison St., Stockton, 95202

4.12

4.13

4.14

4.15

4.16

4.17

4.18

4.19

4.20

PART II (Continued)

Title III Areas of Influence*

BEST COPY AVAILABLE

As Project Director and/or after consultation with district or county personnel involved:

1. Name_____ Title_____
2. Name_____ Title_____
3. Name_____ Title_____

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank it as 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or attitudinal changes in:

Rank

Examples

__7__ Special project development
Needs assessment, goal setting, planning (writing), implementation, etc.

__4__ Staff training
Resulting in allied skills or attitudinal change

__5__ Parental involvement in the schools
Bringing parents into more direct contact with school activities

__6__ Community involvement
Instances of community participation other than parents

__2__ Evaluation competencies and use of evaluation information

__3__ Products developed
Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc. Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.

__1__ Management and accounting procedures
Have the project activities resulted in increased accountability in other learning situations? List under examples.

_____ Other - Please explain

Use this space to give examples of items ranked 1 and 2.

(1) The management and accounting procedures developed under this ESEA Title III Project have been adopted/adapted by many of the regular classroom teachers throughout the district. The guidelines set up in the educational plans developed by the special education resource teachers are adapted and utilized by many regular classroom teachers.

(2) Evaluation competencies and use of evaluation information can be characterized as having the second greatest impact. Resource teachers involved in the program have been able to utilize the information from the evaluation instruments in the development of educational plans for their students.

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

BEST COPY AVAILABLE

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

In-District Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Out-of-District Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers and Counselors Participating

Schools (a)	In-District				Out-of-District			
	Teachers		Counselors		Teachers		Counselors	
	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	17				350	51		
Nonpublic					27			

Refer to the Instructions for the appropriate areas in the appendix.

BEST COPY AVAILABLE

The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Reading			
Language Arts/English			
Equal Educational Opportunity			
Basic Skills (Math, Inner-City)			
Gifted			
Handicapped	X	2,554	158,569.00
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs			
	Total		

Table II

*Outside District 2,048

Provide unduplicated counts of students by grade levels. See instructions below:

	a. School Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
Pre K								
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
Ungraded								
Total								

Column a. Include the total enrollment in the local educational agency.
Column b. Include only the target population.
Column b. & c. See definitions of direct and indirect for both columns.
Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Teacher an unduplicated count; therefore, do not count any student more than once.
Column e. Include an estimate of the number of students within the local educational agency who could have been served by the project, but would benefit from direct participation by virtue of their description of the target

PART III (Continued)

Not Applicable

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I _____
Total of Column b. (Public School), Table II _____
Total of All Categories, Table III _____
Total of All Groups, Table IV _____

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.
Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.
Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.
Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

Table V

Provide Number of Schools in the Project.

	Public	Nonpublic
Elementary	64	4
Secondary		

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note below) (g)
Number of Students				2,994		

Note for Column (g) check populations included in the number entered above.

_____ Children from non-English speaking environment.

_____ Neglected and delinquent children.

_____ Gifted 2,396 M.H. 508 EMR _____ Dropouts.

_____ Other (specify)_____

BEST COPY AVAILABLE

PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds.
Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.
Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors		
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12		
Other	1.0	28.0
Subject matter specialists		
Technicians		
Pupil personnel workers	1.5	6.0
Health services personnel		5.0
Resource use and curriculum		
Planners and developers		
Dissemination		
Other professionals -Sp. & Lng. Specialists		12.0
Paraprofessional education aides, etc.		
Other nonprofessional		

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds -0-
Number of consultant days paid for by Title III funds -0-

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration	28	$ 280
Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term	168	$ 1,600
College credit courses - summer term		$

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

BEST COPY AVAILABLE

PART IV (Continued)

Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term 87 _____.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers														
Aides														
Students														

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

(d) Please indicate any other participation.

_____

_____

(1) $_____ cost; (2) number of man-days: _____ formal and ____informal

PART V - ABSTRACT

BEST COPY AVAILABLE

PROJECT ABSTRACTS (ESEA, Title III)	STATE	TOTAL PROJECT PERIOD	FROM (month and year)	TO (month and year)	PROJECT NO.
			July 1, '72	June 30, '73	

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT	APPLICANT
"Handicapped Children in the Regular Classroom" Dissemination Model	Fountain Valley School District

AMOUNT APPROVED TO LEVEL FOR PROJECT PERIOD	1972	1973	19—	19—	19—	19—
	$ 58,569	$ 55,000	$ —	$ —	$ —	$ —

Target Population: Administrators, psychologists, special educators, and regular classroom teachers interested in adopting or adapting the components of the ESEA Title III Project 1232, "Handicapped Children in the Regular Classroom," to their local educational agencies.

Paragraph Description: The project operates visitations, demonstrations, workshops in and out of the district, as well as technical assistance to districts interested in adopting or adapting this program.

Major Objectives: The Fountain Valley School District will install in 10 school districts in the state one or more components of the integrated special education program, "Handicapped Children in the Regular Classroom," and locally expand the program from 2 to 4 schools.

Activities to Achieve Objectives: 25 awareness seminars conducted at ACSA/EXPO, visitations to the district 3 times a week, monthly demonstrations within the district, 3 state-wide staff training workshops, and technical assistance and consultation was provided for districts interested in implementing this program.

Evaluation Strategy: Careful records were kept to determine which districts may be potential adopters/adapters of this program as well as asking these districts to provide follow-up information when they have indicated that they had implemented one or more of the components of this program within their district.

Evaluation Findings: 11 different school districts and 47 schools have implemented one or more components of the Title III Project. One hundred ninety-one people participated in awareness presentation seminars during the ACSA/EXPO. There were visitations from 233 visitors from 37 different school districts. Four in-district and 7 out-of-district seminars were conducted. Technical assistance was also provided to four school districts.

BEST COPY AVAILABLE

HANDICAPPED PROJECT PARTICIPATION ONLY - ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED* (a)	NUMBER OF CHILDREN SERVED F. Valley Sch.Dist.Only: 0-5 YEARS (b)	6-12 YEARS (c)	13-16 YEARS (d)	17 & OVER (e)	TOTAL (f)	FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS: TEACHERS (g)	TEACHER AIDES (h)	OTHER (i)	TOTAL (j)	PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS: TEACHERS (k)	TEACHER AIDES (l)	OTHER (m)	TOTAL (n)
(1) TMR													
(2) EMR		40	7										
(3) HH													
(4) SI-SP													
(5) VI													
(6) VI		5											
(7) ED		3											
(8) CR		60											
(9) LD		220											
(10) OHI													
(11) TOTAL						1	1			168			

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS

3. DISTRIBUTION BY ETHNIC GROUPS Fountain Valley School District Only

POPULATION (a)	NEGRO (b)	INDIAN (c)	ORIENTAL (d)	SPANISH SURNAME (e)	WHITE (Other than Spanish surname) (f)	OTHER (g)	TOTAL (h)
Student Participants		1	1	10	323		

4. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas (over 50,000)	
(2) Rural Areas (under 2,500)	
(3) Other Demographic Areas (from 2,500 to 50,000)	
(4) TOTAL (sum of lines (1), (2), and (3))	

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those persons who were employed to Title III project activities 30 hours or more per week *(or the equivalent of hours in a full-time work week, as determined by the State or local education agency)*. They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1,11)*, *(1)* indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanatory.

* TMR = Trainable Mentally Retarded, EMR = Educable Mentally Retarded, HH = Hard of Hearing, SI-Speech Impaired, VI = Visually Impaired, ED = Emotionally Disturbed, CR = Crippled, LD = Learning Disabled, OHI = Other Health Impaired

BEST COPY AVAILABLE

PART VI -- PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
___	Curriculum guides		
___	Teacher guides		
___	Handbooks of materials, techniques, and procedures		
X	Monograph		
X	Bibliography		
___	Questionnaires - locally developed		Description of program, describing locale, participants, staffing and program operation.
X	Evaluation tests		Related reading materials
___	Audio tape cassettes		
X	Brochures, newsletters and information sheets		Affective testing instruments
___	16 mm Films		
___	8 mm Films		Children Without Labels brochure
___	Filmstrips		
___	Instructional workbooks, materials,		
___	Tests - locally developed		
___	Kits		
___	Models		
___	Microcards		
___	Microfilm		
___	Maps		
___	Pictures		
___	Posters		
___	Records		
___	Set		
X	Slides/tape		Overview
___	Viewmasters		
___	Video Tape		
___	(Other)_____		
	_____		
	_____		
	_____		
	_____		

BEST COPY AVAILABLE

END OF BUDGET PERIOD REPORT

TITLE III, ESEA

COMPONENT III

Program Narrative Report

BEST COPY AVAILABLE

Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

The main objectives of the ESEA Title III Dissemination Project were to install in ten school districts of the State one or more components of the integrated special education program entitled "Handicapped Children in the Regular Classroom" and to locally expand the program from two to four schools.

In order to accomplish the first objective, four major activities were implemented. The first activity was participation in ACSA/EXPO. This was an awareness seminar presentation sponsored by the Association of California School Administrators and the State Department of Education. These ACSA/EXPO seminars were conducted throughout the State of California beginning in Eureka and working down to San Diego during the month of October. Each seminar had approximately two sessions a day, with 15 to 25 participants.

The second activity was the visitation program hosted in the Fountain Valley School District. Visitors were allowed to visit the program in the Fountain Valley Schools on Tuesdays, Wednesdays, and Thursdays between the months of November through May. Each visitor was presented with a program overview at the Curriculum Materials Center and then taken to specific demonstrations at one of the four Supplementary Education Centers in the district. The demonstrations included examples of specific techniques and activities used by teachers in working with program students; staffings held on various students in terms of planning daily activities for the students; diagnostic testing of the students to determine specific program objectives; and the answering of specific questions by project staff for the visitors.

At the conclusion of their visitation demonstrations, the visitors were brought back to the Curriculum Materials Center where they were presented with a summary statement by the program coordinator and a question and answer period followed. Their questions generally referred to the funding and administration of the program, e.g., how they would apply for implementing this type of program in their districts and the types of services which would be available to them for the remainder of the year if their district was interested in implementing this program.

The third activity was the two-day workshops. The participants were special education and regular classroom teachers, school administrators, and psychologists from interested districts. The purpose of the workshops was to allow the participants to learn the

Activities or Services (Cont.):

necessary skills, techniques and information required for the implementation of this type of program in their local school district. The major topics of discussion of the workshops were:

(1) Preparing regular classroom teachers to accept handicapped children.

(2) Developing educational objectives, forecasting techniques and record keeping systems.

(3) Individualizing instruction within a large-sized regular classroom.

(4) Teaching regular classroom students to help students with various handicaps.

(5) Adapting regular classroom curriculum to the needs and abilities of special education students.

(6) Behavior management techniques.

All or any combination of these topics was felt to be extremely helpful in establishing this type of special educational approach in the school district.

The fourth activity was to technically assist those districts who had stated in writing an interest in adopting/adapting the Fountain Valley School District special educational model. The amount of technical assistance offered was contingent upon the amount of training and experience the various staffs had with this approach to special education and the needs of that particular district. As a result, assistance at times was in the form of an on-site visitation and discussion with the staff members of the types of problems they may encounter. At other times, the staff needs were such as to require more detailed observations in the classroom and assistance to teachers in helping them establish their new roles as resource teachers.

The amount of technical assistance was usually limited to three different visits to a district by one or more of the staff members involved in the program.

BEST COPY AVAILABLE

Dissemination

Discuss how project information was disseminated during the last budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.
2. List the number of visitors from outside the project area.
3. Provide the cost of dissemination during the last budget period.
4. Provide the total cost of dissemination including prior budget periods (if possible).

Since this was a dissemination project, each of the major activities and objectives was directly related to disseminating information about this project throughout the State of California. For detailed accounting of the specific amount of materials and services provided related to the dissemination of information regarding this program, please refer to the Appendix.

In summary, this project provided:

(1) 185 mailings for unsolicited requests regarding information about this program.

(2) 202 mailings requested by ACSA/EXPO participants.

(3) 233 people participated in visitation/demonstrations in the Fountain Valley School District.

(4) 171 mailings of additional information for ACSA/EXPO participants.

(5) 4 in-district workshops training 170 people.

(6) 7 out-of-district workshops training 175 people.

(7) Cost of dissemination: $57,643.

BEST COPY AVAILABLE

EVALUATION NARRATIVE

Choosing Participants

1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

The participants in this dissemination project were from districts throughout the State of California who indicated a desire to implement an integrated approach to special education. Priority was given to those districts who had filed applications to conduct a supplementary special education program or an experimental special education program under the provisions of Assembly Bill 1.09 through the State Department of Education. Districts who were also operating a learning disabilities program and wanted to extend these types of services to educable mentally retarded students were also given a high priority rating. Staff involvement in the establishment of the objectives of the proposed program in the local school served as another criterion in determining which districts would be selected for services.

BEST COPY AVAILABLE

Describing Participants

1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

Participants in this program were either school administrators, psychologists, special education teachers, or regular classroom teachers. School administrators were those who were initially contacted during the awareness phase of this project. Commitment on the part of the administrative staff was thought to be very important if the program was to be implemented into a school district.

BEST COPY AVAILABLE

Measuring Changes

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

The following three sections of this report refer to the Appendix, page 26, Measuring Changes, Presenting Data, and Analyzing Data.

The changes which were measured in this program related to districts and individuals in terms of their willingness to adopt/adapt one or more of the components of this ESEA Title III Program. A frequency count of the number of districts and individuals who met established criteria related to each of the project components was established. Refer to the Appendix, page 26.

BEST COPY AVAILABLE

Presenting Data

1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly.

Refer to the Appendix for specific information regarding the information and data collected on this program. All data were primarily in terms of frequency counts of number of people who participated in each of the program phases.

BEST COPY AVAILABLE

Analyzing Data

1. What analyses were undertaken of the data?
2. What was the basis for judging the progress of the program group?
3. What comparisons were drawn for subsamples?
4. What evidence is there that those who attended more gained more from the program?

Data for this project was analyzed primarily in terms of frequency count of the following categories: Numbers of persons and districts who attended ACSA/EXPO and received mailings as a result of their attendance in ACSA/EXPO; the number of mailing requests that were actually sent out; number of people who visited the program; the number who participated in in-district workshops; the number who participated in out-of-district workshops; the number of people who were provided tecimical assistance outside of the district and the number of days of such assistance.

BEST COPY AVAILABLE

1. What were the interim objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

There were four major interim objectives related to the dissemination program:

Objective 1.0: To make other districts throughout the State of California aware of the Fountain Valley School District's approach to integrated special education, 22 awareness seminars were conducted involving a minimum of 100 persons.

Results: 190 people attended 22 awareness seminars conducted throughout the State during ACSA/EXPO and 100 persons participated in five secondary awareness presentations throughout the State of California. Therefore, the stated objective was exceeded.

Objective 2.0: The Fountain Valley School District will operate a model integrated special education program capable of accommodating 20 visitors per week from a minimum of 25 different school districts.

Results: There were visitations from 233 people, representing 36 districts throughout the State of California. The stated objective was accomplished.

Objective 3.0: The Fountain Valley School District will conduct five staff training workshops in order to help special education teachers, school administrators, psychologists, and regular classroom teachers of interested districts acquire the necessary skills for the implementation and maintenance of an integrated special education program.

Results: Four in-district and seven out-of-district staff training seminars were held during the 1972-73 school year, between the months of November and May and as a result, the stated objective was attained. Refer to Appendix, page 26 for a listing of the particular districts involved.

Objective 4.0: The Fountain Valley School District will provide technical assistance to three selected school districts in the State and help them adopt/adapt this program to meet their local needs.

Results: The stated objective was accomplished because four districts were provided with technical assistance: Lancaster, Modesto City, Newark Unified, and Santa Ana Unified. Refer to the Appendix, page 26 for a detailed listing of services provided to the specific districts during this past school year.

BEST COPY AVAILABLE

1. What were the project objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

Objective 0.0: The Fountain Valley School District will install in ten school districts in the State one or more components of the integrated special education program entitled "Handicapped Children in the Regular Classroom" and ultimately expand the program from two to four schools.

Results: The Fountain Valley School District implemented one or more components in ten school districts involving 46 schools and locally expanded the program from two to seventeen schools. As a result, the stated objective was exceeded.

The following model was developed to locally expand this ESEA Title III Project from the initial two project schools to the remaining fifteen schools in the district. To accomplish this task, four district centers were established in the north, east, south and west regions of the district. These centers, which are called Supplementary Education Centers, provided services to approximately three or four schools which surrounded them. These neighborhood schools are called feeder schools.

The services of the Supplementary Education Centers included observations of the students who were referred by the feeder schools; recommendations for educational planning and programming; intensive diagnostic workups; and in some cases long-term placement at centers in order to meet the child's needs.

Each of the schools in the district was provided with the services of a third or half-time school psychologist. The school psychologist worked with both the special education staff, regular teaching staff, and the school principals in helping them implement the philosophy of integrated special education.

Furthermore, after school in-service meetings were held in each geographical region in order to improve services for children by implementing the adaptations suggested by the staffs of the seventeen schools. It was the unanimous decision of the special education resource people from the feeder schools and the supplementary centers to continue with this model for local expansion during the next school year. To help with the local expansion processing during the 73-74 school year, an additional supplementary center will be established. Refer to the Appendix, page 26, for a detailed listing of the districts, schools, contact persons, and specific components which were implemented.

APPENDIX

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT NO. OF DAYS
ABC Unified	1	1	1	7	-	-	-
Albany City Unified	1	1	-	-	-	-	-
Alhambra City	1	1	-	-	-	-	-
Alum Rock Union Elem.	5	5	-	9	16	-	-
Arcadia Unified	2	2	1	1	-	-	-
Arcata Elementary	1	1	-	-	-	-	-
Atwater	-	-	1	-	-	-	-
Auburn Union Elem.	1	1	-	-	-	-	-
Bakersfield City Elem.	-	-	-	-	6	-	-
Baldwin Park Unified	-	-	1	1	-	-	-
Beardsley Elem.	1	1	-	-	-	-	-
Berryessa Union	-	-	1	-	6	-	-
Buena Park Elem.	-	-	-	1	-	-	-
Burlingame Elementary	2	2	-	-	-	-	-
Carmel Unified	-	-	1	-	-	-	-
Campbell Union Elem.	6	6	-	-	-	-	-
Carpinteria Unified	-	-	1	-	-	-	-
Castro Valley Unified	2	2	-	-	-	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT NO. OF DAYS
Charter Oak Unified	-	-	2	4	4	-	-
Chico Unified	2	2	-	-	-	-	-
Claremont Unified	-	-	1	3	-	-	-
Clovis Unified	1	1	-	-	-	-	-
College Elementary	1	1	-	-	-	-	-
Colton Joint Unified	1	1	-	-	-	-	-
Compton Unified	-	-	-	2	-	-	-
Coronado City Unified	1	1	-	-	-	-	-
Covina-Valley Unified	2	2	1	2	-	-	-
Cupertino Union Elem.	-	-	3	6	2	-	-
Davis Joint Unified	-	-	1	-	-	-	-
Del Norte Co. Unified	1	-	-	-	-	-	-
Del Paso Heights Elem.	1	1	-	-	-	-	-
Desert Sands Unified	2	2	-	-	-	-	-
Dos Palos Joint Union	-	-	1	-	-	-	-
Downey Unified	2	2	1	-	-	-	-
Earlimart Elementary	1	1	-	-	-	-	-
Escondido City Elem.	1	1	1	-	2	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT NO. OF DAYS
Eureka City	6	5	2	1	-	-	-
Exeter Union	3	3	-	-	-	-	-
Fairfax Elementary	2	1	-	-	-	-	-
Fairfield-Suisun Joint Unif.	5	5	-	-	-	-	-
Fontana Unified	-	-	1	9	4	-	-
Franklin-McKinley Elem.	-	-	-	-	4	-	-
Fremont Unified	3	3	-	-	-	-	-
Fresno Unified	4	4	-	-	-	-	-
Garden Grove Unified	2	2	-	-	-	-	-
Glendora Unified	-	-	2	5	-	-	-
Glenn Co.	4	4	-	-	-	-	-
Gridley Union	1	1	-	-	-	-	-
Hanford Elementary	2	2	-	-	-	-	-
Hayward Unified	1	1	-	-	-	-	-
Hope	-	-	1	-	-	2	-
Hueneme Elementary	1	1	1	13	16	-	-
Humboldt Co. Schools (Office of Supt.)	3	3	-	-	-	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT NO. OF DAYS
Huntington Beach Union High School	1	-	-	-	-	-	-
Imperial Co. (Office of Supt.)	-	-	1	-	-	-	-
Jefferson Union H.S.	-	-	1	-	-	-	-
Kings Co. Schools (Office of Supt.)	2	2	-	-	-	-	-
Klamath-Trinity Unified	1	1	-	-	-	-	-
Laguna Salada Union	-	-	1	-	-	-	-
Lancaster	-	-	1	-	10	-	1
Lemon Grove	-	-	1	-	-	-	-
Lemoore Elementary	-	-	1	1	-	-	-
Livermore Valley Unified	1	1	-	-	-	-	-
Lodi Unified	-	-	1	-	-	-	-
Long Beach Unified	1	-	-	2	-	-	-
L.A. City Unified	8	8	-	-	2	-	-
Los Angeles Co. (Office of Supt., Sp. Ed. Schools)	-	-	1	-	-	-	-
Los Nietos Elementary	1	1	-	-	-	-	-
Madera Unified	-	-	1	1	-	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT, NO. OF DAYS
Martinez Unified	-	-	1	-	-	-	-
Marysville Joint Unified	-	-	1	-	-	-	-
Maxwell Unified	2	2	-	-	-	-	-
McKinleyville Union Elem.	1	-	-	-	-	-	-
Menlo Park City Elem.	1	1	1	-	-	-	-
Millbrae Elem.	-	-	1	-	-	-	-
Modesto City	11	9	-	-	16	-	1
Mojave Unified	-	-	1	1	-	-	-
Mono Co. Dept. Education	-	-	1	-	-	-	-
Monterey Co. (Office of Supt.)	-	-	1	-	-	-	-
Monterey Peninsula Unified	-	-	1	-	-	-	-
Morgan Hill Unified	6	6	-	-	-	-	-
Morongo Unified	1	1	1	-	-	-	-
Mt. Diablo Unified	1	1	1	-	-	-	-
Mountain View Elementary	-	-	-	1	-	-	-
Napa Valley Unified	-	-	2	2	-	-	-
Newark Unified	1	1	-	1	8	-	1
Newhall Elementary	1	1	-	2	-	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT NO. OF DAYS
New Haven Unified	2	2	-	-	-	-	-
Newport-Mesa Unified	1	1	1	-	14	-	-
Oak Grove	-	-	1	-	-	-	-
Oakley Union	-	-	1	-	-	-	-
Ocean View Elementary	-	-	2	-	6	1	-
Orcutt Union Elementary	1	1	-	2	-	-	-
Orange Unified	-	-	1	2	-	-	-
Orinda Union Elementary	1	1	-	-	-	-	-
Oroville Union High School Dist.	1	1	-	-	-	-	-
Oxnard Union H.S. District	-	-	1	7	-	-	-
Pajaro Valley Joint Unified	1	1	-	-	-	-	-
Palmdale School District	-	-	2	7	6	-	-
Palm Springs Unified	1	1	-	-	-	-	-
Palos Verdes Pen. Unif.	-	-	-	2	4	-	-
Paradise Unified	-	-	1	-	-	-	-
Pierce Joint Unified	1	1	-	-	-	-	-
Placer Jnt. Union H.S.Dist.	3	2	2	-	-	-	-
Pomona Unified	2	2	-	-	-	-	-
Porterville	1	1	-	-	-	-	-
Poway City Unified	1	1	-	-	-	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT NO. OF DAYS
Redondo Beach City Elem.	-	-	1	-	-	-	-
Redwood City Elementary	-	-	1	-	-	-	-
Rialto Unified	1	1	-	-	-	-	-
Richland	-	-	1	-	-	-	-
Rich-Mar Union Elem.	1	1	-	-	-	-	-
Riverside County (Supt. of Schools)	-	-	1	-	-	-	-
Roseville City	1	1	-	-	-	-	-
Rowland Unified	-	-	2	5	6	-	-
Sacramento City Unified	1	1	-	1	8	-	-
Sacramento County (Office of Supt.)	1	1	-	-	-	-	-
San Bernardino County (Office of Supt.)	3	3	-	-	-	-	-
San Bruno Park Elementary	1	1	-	1	-	-	-
San Carlos	-	-	1	-	-	-	-
San Diego City Unified	-	-	1	-	-	-	-
San Diego County (Office of Supt.)	2	2	-	-	-	-	-
San Dieguito Union H.S.Dist.	-	-	1	-	-	-	-
San Francisco Unified	1	1	-	-	-	-	-

BEST COPY AVAILABLE

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT NO. OF DAYS
San Joaquin Elementary	-	-	-	1	-	-	-
San Jose Unified	1	1	2	-	-	-	-
San Juan Unified	-	-	1	-	-	-	-
San Mateo County (Office of Supt.)	1	1	-	-	-	-	-
San Ramon Valley Unified	3	3	-	-	2	-	-
Santa Ana Unified	-	-	1	2	20	1	1
Santa Barbara County (Office of Supt.)	1	1	-	-	-	-	-
Santa Clara County (Office of Supt.)	2	-	-	-	-	-	-
Santa Clara Unified	1	1	-	-	-	-	-
Santa Cruz City	-	-	1	-	-	-	-
Santa Cruz County (Office of Supt.)	1	1	-	-	-	-	-
Santa Rosa City	-	-	1	-	-	-	-
Saratoga Union Elementary	2	2	2	-	-	-	-
Saugus Union Elementary	1	1	1	-	-	-	-
Shasta County (Office of Supt.)	2	-	-	-	-	-	-
Shasta Lake Union Elem.	1	1	-	-	-	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE ACSA/EXPO NO. OF PEOPLE	MAILINGS FROM ACSA NO. OF LETTERS	NO. OF MAILINGS FROM REQUESTS NOT FROM ACSA	VISITATIONS NO. OF PEOPLE	WORKSHOPS IN-DISTRICT NO. OF PEOPLE	WORKSHOPS OUT-OF-DISTRICT NO. OF DAYS	TECHNICAL ASSISTANCE OUT-OF-DISTRICT NO. OF DAYS
South Whittier	-	-	2	3	-	2	-
Stanislaus Union Elem.	2	2	-	-	-	-	-
Stockton Unified	-	-	1	7	8	1	-
Sunnyvale Elementary	2	2	-	-	-	-	-
John Swett Unified	2	2	1	-	-	-	-
Tahoe-Truckee Unified	5	5	-	-	-	-	-
Tamalpais Union H.S.Dist.	2	2	-	-	-	-	-
Tehama Cty., Dept. of Ed.	-	-	1	-	-	-	-
Timber Elementary	-	-	1	3	-	-	-
Torrance Unified	1	1	-	-	-	-	-
Tracy Joint Un. H.S. Dist.	-	-	1	-	-	-	-
Tranquility Union H.S.Dist.	1	1	-	-	-	-	-
Trona Joint Unified	-	-	1	-	-	-	-
Ukiah Unified	3	3	-	-	-	-	-
Union Elementary	1	1	-	-	-	-	-
Upland Elementary	1	1	-	-	-	-	-
Ventura Unified	-	-	1	-	-	-	-
Visalia Unified	-	-	1	-	-	-	-
Walnut Valley Unified	-	-	1	1	-	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS

DISTRICT	ATTENDANCE AREA INFO No. of Visits	MAILINGS FROM AREA No. of Mailings	NO. OF MAILINGS FROM DISTRICTS [illegible]	VISITATIONS No. of Visits	WORKSHOPS IN-DISTRICT No. of Persons	WORKSHOPS OUT-OF-DISTRICT [illegible]	TECHNICAL ASSISTANCE [illegible]
Westminster	-	-	1	1	-	-	-
Willows Unified	1	1	-	-	-	-	-
Yuba City Unified	1	1	-	-	-	-	-
3 Districts Unnamed	3	-	-	-	-	-	-
4 Private	4	3	-	-	-	-	-
1 Out-of-State	1	1	-	-	-	-	-
1 State Dept. - Ca.	1	-	-	-	-	-	-

BEST COPY AVAILABLE

DISSEMINATION TO SCHOOL DISTRICTS:

OUT-OF-STATE:

1.	Board of Cooperative Educ. Services Elmsford, New York	1 Mailing by Request
2.	Half Hollow Hills Schools Melville, New York	1 Mailing by Request
3.	Trumbull County - Brd. of Education Warren, Ohio	1 Mailing by Request 2 Workshop Days -- F.V.S.D.
4.	Glen Cove Public Schools Glen Cove, New York	2 Mailings by Request 2 Visitations
5.	Board of Education Buffalo, New York	1 Mailing by Request
6.	State of Illinois Office of Supt. - Chicago	1 Mailing by Request
7.	Teaching Resource Center City University of New York New York City	1 Mailing by Request
8.	New Jersey Dept. of Education	1 ACSA Attendance 1 Mailing from ACSA
9.	Anchorage Borough School District Alaska	1 Mailing by Request

BEST COPY AVAILABLE

SCHOOL DISTRICT CONTACTS

1.	ABC Unified	Mrs. Ruth McConnel, EMR Supervisor
2.	Albany City Unified	Annette Allen, Counselor
3.	Alhambra City	Bruce H. Peppin, Director of Pupil Personnel Ser.
4.	Alum Rock Union Elementary	Jack Kingsbury, Assistant Superintendent/ Sp. Ser.
5.	Arcadia Unified	Paul Ransom, Coordinator of Elem. Ed.
6.	Arcata Elementary	Antoinette Martin, EH Coordinator
7.	Atwater	Ellouise Hann, Psychologist
8.	Auburn Union Elementary	Ginna Akers, EH Teacher
9.	Bakersfield City Elementary	Robert Meagher, Director/Sp. Ed.
10.	Baldwin Park Unified	Dan Watkins, Special Ed. Specialist
11.	Beardsley Elementary	Charles Nelsen, Coordinator of Programs
12.	Berryessa Union	Dr. Lee Buchanan, Director of Sp. Programs
13.	Buena Park Elementary	Lola Eldridge, Psychologist
14.	Burlingame Elementary	Betsy Braunstein, Psychologist
15.	Carmel Unified	Dr. Richard Hawkins, Director of Pupil Per. Ser.
16.	Campbell Union Elementary	Adrian Cibiliah, Principal
17.	Carpenteria Unified	Jim Tremaine, Psychologist
18.	Castro Valley Unified	Amy Robertson, Special Ed. Teacher
19.	Charter Oak Unified	J. Bonnie Bowman, Coor. of P.P.S. & Sp. Ed.
20.	Chico Unified	David Sonnenshine, Psychologist
21.	Claremont Unified	Ethel Forcinelli, Coor. of Special Programs
22.	Clovis Unified	Sara Jane Kayser, Trustee
23.	College Elementary	Ralph Burrison, Principal
24.	Colton Joint Unified	Tom Beckwith, Vocational Counselor
25.	Compton Unified	Phyllis Schmidt, Special Ed. Teacher
26.	Coronado City Unified	Jay Mack, Assistant Superintendent/Instruction
27.	Covina Valley Unified	Doris Wheeler, Special Ed. Specialist
28.	Cupertino Union Elementary	Victor Norton, Principal
29.	Davis Joint Unified	Mrs. Hanna Bauer, Coordinator, Special Ed.
30.	Del Norte Co. Unified	Robert Fizen, Principal
31.	Del Paso Heights Elementary	Carolyn Minor, Director Fed./State Projects
32.	Desert Sands Unified	Joseph Linn, Assistant Superintendent/Ed. Services
33.	Dos Palos Joint Union	Charles Ratliff, Principal
34.	Downey Unified	Jerry Thornton, Coordinator, Special Ed.
35.	Earlimart Elementary	Milton Woolsey, Principal
36.	Escondido City Elementary	Virginia Huschke, Special Ed. Consultant
37.	Eureka City	Mrs. Doris Agin, Psychologist
38.	Exeter Union	Phil Kearney, Coordinator, Special Ed.
39.	Fairfax Elementary	Kenneth Lucas, Principal
40.	Fairfield-Suisun Joint Unified	Percy Haugen, Coordinator, Special Ed.
41.	Fontana Unified	Dennis Ruble, Coordinator, Special Services
42.	Franklin-McKinley	Robert Wallingfor, Special Ed. Teacher
43.	Fremont Unified	Linda Eller, Project Director
44.	Fresno Unified	Charles W. Clark, Coordinator, Special Ed.
45.	Garden Grove Unified	Don Wash, Area Administrator
46.	Glendora Unified	Dr. Maynard Liljeblad, Assistant Superintendent
47.	Glenn Co.	Donald L. Forester, Psychologist
48.	Gridley Union	Sylvan Wilson, Principal
49.	Hanford Elementary	Elmer Gould, Principal
50.	Hayward Unified	H. Nicolini, Director, Special Education
51.	Hope	Ms. Dolores Jones, Psychologist
52.	Hueneme Elementary	V. Glenn Johnson, Assistant Superintendent/Sp. Ser.
53.	Humboldt Co. Schools (Off. of Supt.)	Graham Misbach, County Psychologist
54.	Huntington Beach Union High School D.	Juanita Holloran, Counselor Dean

55.	Imperial Co. (Off. of Supt.)	Rose del Rio, Director Psy. Ser. & Sp. Ed.
56.	Jefferson Union High School	Mrs. W. Washburn, Special Ed. Dept.
57.	Kings Co. Schools (Off. of Supt.)	Edwin A. Curtis, Jr., School Psychologist
58.	Klamath-Trinity Unified	Glenda Akins, Assoc. Title III Project Director
59.	Laguna Salada Union	May Werner, Counselor
60.	Lancaster School District	Jim Freda, Assistant Supt., Ed. Services
61.	Lemon Grove	Genevieve Oliphant, Ph.D., Coordinator P.P.S.
62.	Lemoore Elementary	Bud Noether, Psychologist
63.	Livermore Valley Unified	Mrs. Milly Benhard, L.D. Teacher
64.	Lodi Unified	Dr. Carolyn M. Fowle, Director, P.P.S.
65.	Long Beach Unified	E. Lugenbehl, Principal
66.	L.A. City Unified	John A. Olinski, Assistant Principal
67.	Los Angeles Co. Sp. Ed. Schools	Renata F. Bradley, Program Sp., Villacorta TMR Sch
68.	Los Nietos Elementary	Dr. N. D. Crandall, Principal
69.	Madera Unified	Mrs. Maxine Yocum. Education Services
70.	Martinez Unified	Mary E. McGrath, Director of Elem. Guidance
71.	Marysville Joint Unified	Wayne Shatswell, District Psychologist
72.	Maxwell Unified	Harry Herbert, Principal
73.	McKinleyville Union Elementary	Doris Nitsch, EH Teacher
74.	Menlo Park City Elementary	Pat Morrissey, Coordinator of Programs
75.	Millbrae Elementary	Richard Anderson, Meadows Elem. School
76.	Modesto City School District	Mrs. Alberta Martone, Principal
77.	Mono Co. Dept. of Education	David R. Simons, Coordinator of Sp. Services
78.	Mojave Unified	Mr. Arlo Sturgeon, Psychologist
79.	Monterey Co. Off. of Supt.	Audrey M. Wildman, Psychologist
80.	Monterey Peninsula Unified	Dr. Samuel Kier, Director of Sp. Ed.
81.	Morgan Hill Unified	Al Mendizabal, Administrator, District Office
82.	Morongo Unified	David Maresh, EMR Teacher
83.	Mt. Diablo Unified	Ernest Jackson, Coordinator, DLP & VH
84.	Mountain View Elementary	Elbert Gasparian, Principal
85.	Napa Valley Unified	Mr. Chester Cooley, Director of P.P.S.
86.	Newark Unified	Mel Binkley, Principal
87.	Newhall Elementary	John Rostykus, Adm. Assistant
88.	New Haven Unified	Bill Boylan, Counselor
89.	Newport-Mesa Unified	Ralph Freitag, Principal
90.	Oak Grove	A. J. Cedoline, Coordinator of Psy. Services
91.	Oakley Union	Mel Ashley, Principal
92.	Ocean View Elementary	Mr. Norman Ginsburg, Director, P.P.S.
93.	Orcutt Union Elementary	Dr. Theodore Nat Clair, Director, P.P.S.
94.	Orange Unified	Mr. Edw. Salgado, Coordinator, Title I
95.	Orinda Union Elementary	Jill Kully
96.	Oroville Union High School District	Carl L. Nelson, Special Education
97.	Oxnard Union High School District	Ron Komatsu, Psychologist
98.	Pajaro Valley Joint Unified	R. H. von der Mehden, Coordinator
99.	Palmdale	Mr. Thomas W. Sullivan, Asst. Supt., Ed. Services
100.	Palm Springs Unified	F. Wayland Reynolds, Director, P.P.S.
101.	Palos Verdes Peninsula Unified	Dr. Walter Dombrowski, Director, P.P.S.
102.	Paradise Unified	Mrs. Alison Campion, EH Teacher
103.	Pierce Joint Unified	E. Goodman, Teacher
104.	Placer Joint Union High School	Mr. Thayer Douglass, Special Ed. DirectorPomona Uni
105.	Pomona Unified	R. E. Richardson, EH Teacher
106.	Porterville	Harold Gluth, Director, Title III
107.	Poway City Unified	W. J. Crawford, Instructional Services

108.	Redondo Beach City Elementary	Mr. Terry Molnar, Psychologist
109.	Redwood City Elementary	Ruth Lee, Teacher, Clifford School
110.	Rialto Unified	Marilyn Miller, Director, Sp. Programs & Services
111.	Richland	Austin J. Hunter, Chairman, Sp. Services
112.	Rich-Mar Union Elementary	C. A. Nicholson, Psychologist
113.	Riverside Co. (Supt. of Schools)	Alfred Turnbull, School Psychologist
114.	Roseville City	Phyllis Murray, Special Ed. Counselor
115.	Rowland Unified	Ms. Joice Lewis, Transitional Teacher
116.	Sacramento City Unified	Robert A. Harris, Coordinator, Physically Handi.
117.	Sacramento Co. (Off. of Supt.)	Emil Lochman, Psychologist
118.	San Bernardino Co. (Off. of Supt.)	Jeanne Davis, Consultant
119.	San Bruno Park Elementary	Walter Miller, Coordinator of Sp. Services
120.	San Carlos	Nevio Tontini, School Psychologist
121.	San Diego City Unified	Ann Reed, Teach/Team Leader - Proj. TEACH
122.	San Diego Co. (Off. of Supt.)	Clayton L. Bennett, Special Ed. Coordinator
123.	San Dieguito Union High School Dist.	Robert Morton, Assistant Superintendent
124.	San Francisco Unified	Alice C. Henry, Retired Admin., Pupil Services
125.	San Joaquin Elementary	Marianneke Tellekamp, EMR Teacher
126.	San Jose Unified	Dennis Man, Resource Teacher/Coor., Sp. Ed.
127.	San Juan Unified	Mark H. Penwell
128.	San Mateo Co. (Off. of Supt.)	Thomas Murdoch, Coordinator, Sp. Education
129.	San Ramon Valley Unified	D. Ann Yuhas, EH Teacher
130.	Santa Ana Unified	Mrs. Donna Null, Coordinator, Sp. Education
131.	Santa Barbara Co. (Off. of Supt.)	Sidney R. Ottman, Director, Sp. Education
132.	Santa Clara Co. (Off. of Supt.)	Joy Drinker, Admin. Assistant to Proj. Director
133.	Santa Clara Unified	Richard Guertin, Coordinator, Special Ed.
134.	Santa Cruz City	Kenneth A. Lamb, Director, P.P.S.
135.	Santa Cruz Co. (Off. of Supt.)	Robert Mathew, Assistant Director
136.	Santa Rosa City	Dr. Catherine Kielsmeier, Coordinator, Sp. Service
137.	Saratoga Union Elementary	Lealand D. Stier, Assistant Superintendent
138.	Sangus Union Elementary	Albert C. Nocciolo, Assistant Supt., Instruction
139.	Shasta Co. (Off. of Supt.)	H. Greer, Educational Consultant
140.	Shasta Lake Union Elementary	Jerry Nelson, School Psychologist
141.	South Whittier	Voris Hoffman, Assistant Superintendent, Ed.
142.	Stanislaus Union Elementary	Janice Beltran, EH Teacher
143.	Stockton Unified	Mr. Don Evans, Coordinator, Sp. Ed. Services
144.	Sunnyvale Elementary	Joseph Welsh, Principal
145.	John Swett Unified	Miss Mary Maton
146.	Tahoe-Trucker Unified	Jim Brennan, Vice Principal
147.	Tamalpais Union High School District	W. S. Lee, Coordinator, Special Education
148.	Tehama Co. Dept. of Education	Paul T. Redden, Director, Sp. Schools & Services
149.	Timber Elementary	Mr. Kenneth E. Lyon, Dir. Guidance & Research
150.	Torrance Unified	Philip F. Barretta, Elementary School Counselor
151.	Tracy Joint Union High School Dist.	Mrs. Dorothy Fleisig, School Psychologist
152.	Tranquility Union High School Dist.	John L. Evans, Superintendent/Principal
153.	Trona Joint Unified	Ricardo J. Rasines, Principal
154.	Ukiah Unified	Duane C. Thompson, Teacher
155.	Union Elementary	H. Warkenlin, Principal
156.	Upland Elementary	Loren Sanchez, Director, Special Programs
157.	Ventura Unified	Robert Coombs, Director, Special Services
158.	Visalia Unified	Reba Browne, Special Ed. Teacher
159.	Walnut Valley Unified	Mrs. Marjorie Beck, School Psychologist
160.	West Covina Unified	M. Harold Burke, Director of Research & P.P.S.
161.	Westminster	Betty Darke, Coordinator, Special Services
162.	Willows Unified	Vernon Bruce, Assistant Superintendent
163.	Yuba City Unified	Don Burtis, Principal

MISCELLANEOUS DISSEMINATION

CANHC - Garden Grove

Providence Speech & Hearing

State Department of Education

Newsletter from CEC

Far West Regional Laboratories

John McNamara, M.D.

Good Shephard Home

Terra Bella, Cal.

St. Bernard's Elementary, Eureka, Ca.

La Sierra Private School

Loma Linda Private School

Educational Resources Center for CEC

Area Cooperative Educational Services
12 Village Street
North Haven, Connecticut 06473

Ruth E. Ashcraft
502 Mimosa Ct.
Los Altos, California 94022

Ms. Janice Black
Reading Center
385-A So. Monroe Street
San Jose, California 95128

British Columbia Youth Development Centre
"The Maples"
D. C. Shalman, PH.D.
Director, Psychological Education Clinic
B. C. Youth Development Centre
3402 Willingdon Avenue
Burnaby 2, British Columbia

Joyce Ann Brown
1903 Sandalwood Drive
Santa Maria, California 93454

The Canadian Association for Children
with Learning Disabilities
88 Eglinton Avenue, East
Suite 322
Toronto 315, Ontario

Sr. M. Dominic Drivich
Reading Consultant
520 Shetland Court
Lockport, Illinois 60441

Ms. Larene Colvin
15869 Los Altos Drive
Hacienda Heights, California 91745

Mrs. B. G. Cole
4862 Elkridge Drive
Palos Verdes Peninsula, California
90274

James N. Hopp
Control Development, Inc.
104 West 144th Street
Riverdale, Ill. 60627

Dennis Spjut, Ph.D.
Chief Psychologist
Cumberland River Regional
Mental Health Mental Retardation Board, Inc.
Mounted Route 1
Harlan, Kentucky 40831

Mr. James A. Poteet, Ph.D.
Director
Diagnostic Teaching Center
125 North New Jersey
Indianapolis, Indiana 46202

Mrs. Janet S. Edlich
2416 Rosalind Avenue S.W.
Roanoke, Virginia 24014

Mrs. E. D. Fabricius
575 Stanford Drive
San Luis Obispo, California

Mr. Lou Ferrari
Indian Hills High School
97 Yawpo Avenue
Oakland, New Jersey 07436

Mrs. Elinore M. Fram
Reading Consultant
276 Willowcrest Drive
Rochester, New York 14618

Dr. Marianne Frostig
The Marianne Frostig Center of Educational
Therapy
5981 Venice Boulevard
Los Angeles, California 90034

Mrs. Barbara T. Miller
Clinical Director
Gables Academy
6200 St. Charles Avenue
New Orleans, La. 70118

Ms. Norma J. Gilmore
3195 East Aurora
Boulder, Colorado 80303

Ms. Maria Guzman
306 South Locust
Denton, Texas 76201

Ms. Harriet H. Harris, President
Wichita Chapter ACLD
24 Willowbrook
Wichita, Kansas 67207

Ms. Gladys Hart
2001 Imperial Lane
Findlay, Ohio 45840

The Gerhard Kohn School
5479 Abbeyfield Street
Los Altos Professional Building
Long Beach, California 90815

Mrs. Veronica Hee
2801 La Loma #29
Rancho Cordova, California 95670

Mrs. Alex Kasper
16351 Cumberland Road
Orange, California 92666

Las Vegas Tutoring Center, Inc.
804 East Sahara
Las Vegas, Nevada 89105

Ms. Gayle Lee
528 Virginia Drive
Tiburon, California 92940

Dr. Seymour E. Leventer
Clinical Director
Los Angeles Child Achievement Center
13273 Ventura Boulevard
Studio City, California 91604

Mrs. Louise K. Linn
2929 North Shepard Avenue
Milwaukee, Wisconsin 53211

Mr. T. Young, Publications Chairman
Manitoba Association for Children with
Learning Disabilities (M.A.C.L.D.)
361 Helmsdale Avenue
Winnipeg 15, Manitoba
Canada

Dr. Fred W. Theye
Neuropsychologist
Marshfield Clinic
Neurological Sciences
Marshfield, Wisconsin 54449

Ms. Cynthia Moren, Reading Specialist
Melmed/Stone Clinics
957 Deering Avenue
Lafayette, California 94549

Mrs. Sherman L. Clark, Jr.
Genesee County Chapter of Michigan
Association for Children with Learning
Disabilities, Inc.
10375 East Potter Road
Davison, Michigan 48423

Mr. David G. Nettell
Aphasia Program
Gregory Gardens
Hearing and Language Unit
200 Harriet Lane
Pleasant Hill, California 94523

Mrs. Wade T. Nixdorff
5931 Janelynn Drive
Whitehouse, Ohio 43571

Ms. Kathy Novelo
2143 Mulberry Circle
San Jose, California 95125

Mrs. Esther Handelman
Mental Health Consultant
Quebec Association for Children
with Learning Disabilities
Suite 6, 4820 Van Horne Avenue
Montreal 252, Quebec
Canada

Mrs. Ann Gross, Librarian
Quebec Association for Children
with Learning Disabilities
Suite 6, 4820 Van Horne Avenue
Montreal 252, Quebec
Canada

Mrs. Paul Panek
53 Hillsview Avenue
Wallingford, Connecticut 06492

Mrs. M. F. Purcell
256 Walter Hays
Palo Alto, California 04303

Ms. Doreen St. Don
Brennan Middle School
Attleboro, Massachusetts 02703

Mrs. Anna M. Foudy, Director
Speech and Learning Center
St. Mary's Hospital and Medical Center
2200 Hayes Street
San Francisco, California 94117

Mrs. Marvin R. Sanders
224 East 21st Street
Merced, California 95340

William C. Schempp
Consultant, Psychological Services
Joint County Special Education System
305 Montgomery
Decorah, Iowa 52101

Mrs. Rose Spatola
23407 Schoolcraft Street
Canoga Park, California 91304

Ms. Glenda J. Lowdermilk
Office Manager
Sunflower Guidance Center
122½ West Sixth
Concordia, Kansas 66901

Ms. Alice H. Swingle
3713 Payne Road
Medford, Oregon 97501

Mr. James R. Botsford, Chairman
TACLD Resources & Publications
430 Rose Arbor
Houstin, Texas 77037

Dr. Milton Brutten
Clinical Director
The Vanguard School
P. O. Box 277
Haverford, Pennsylvania 19041

Ms. Muriel Sieh, ACSW
Jane Wayland Child Center
1937 West Jefferson
Phoenix, Arizona 85009

DISTRICTS THAT HAVE OR PLAN TO IMPLEMENT ONE OR MORE OF THE COMPONENTS

Eleven districts have implemented one or more of the four components as listed below. Only ten of these eleven districts desire more services. One other district has not implemented, but has requested services for next year.

Out of the eleven districts who have implemented, 47 schools were involved. 44 schools would like additional serfices during the 73-74 school year.

	Components Implemented				Desire More Services
	1	2	3	4	
Berryessa Union School District					X
Birchwood School	X	X		X	
Piedmont School	X	X			
Berryessa School	X				
Toyon Elementary School	X				
West Covina Unified School Dist.					
California School		X			
Merced School		X			
Wescove School		X			
Cupertino Union School District					X
Wilson School	X	X	X	X	
Hueneme Elementary School Dist.					X
Williams School	X	X	X	X	
Green School	X	X	X	X	
Lancaster School District					X
Sierra School	X	X	X	X	
Joshua School	X	X	X	X	
Desert View School	X	X	X	X	
L.A. City School District					X
Olive Vista Jr. High		X			
Newark Unified School District					X
James Graham	X	X	X	X	
Newhall School District					X
Newhall School	X	X	X	X	
Old Orchard School	X		X		
Peachland School	X		X		
Wiley Canyon School	X		X		
Santa Ana School District					X
Taft School	X				
Wilson School	X				
Roosevelt School	X				
Diamond School	X				

	Components Implemented				Desire More Services
	1	2	3	4	
Stockton Unified School District					
Elementary:					
Adams	X				
August	X				
Cleveland	X				
El Dorado	X				
Fillmore	X				
Grunsky	X				
Hazelton	X				
Hoover	X				
Jefferson	X				
Madison	X				
Montezuma	X				
Pulliam	X				
Roosevelt	X				
Tyler	X				
Victory	X				
Wilson	X				
Junior High:					
Fremont	X				
Hamilton	X				
Marshall	X				
Stockton Jr.	X				
Webster	X				
South Whittier School District					X
Los Altos	X	X		X	
Sunnyside School				X	
Telechron School				X	

Madera Unified wants service -- has not implemented.

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Berryessa Union

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	STUDENTS INVOLVED? Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. Fairmont		✓	7	K-5	1
	2. Piedmont		✓	3	6-8	3
	3. Empire		✓	1	K-6	1
	4. Joyce		✓	1	K-5	1
	5.					
Component #2: Learning Center	1. Fairmont		✓			
	2. Piedmont		✓	7	K-5	7
	3.			3	6-8	3
	4.					
	5.					
Component #3: Local Admissions Committee (60 day trial placements)	1.					
	2.					
	3.					
	4.					
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. Birchwood		✓		K-5	6
	2.					
	3.					
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above		✓	✓		
Component #3 above		✓	✓		
Component #4 above		✓	✓		
SUB-TOTALS	$	$	$	$	$

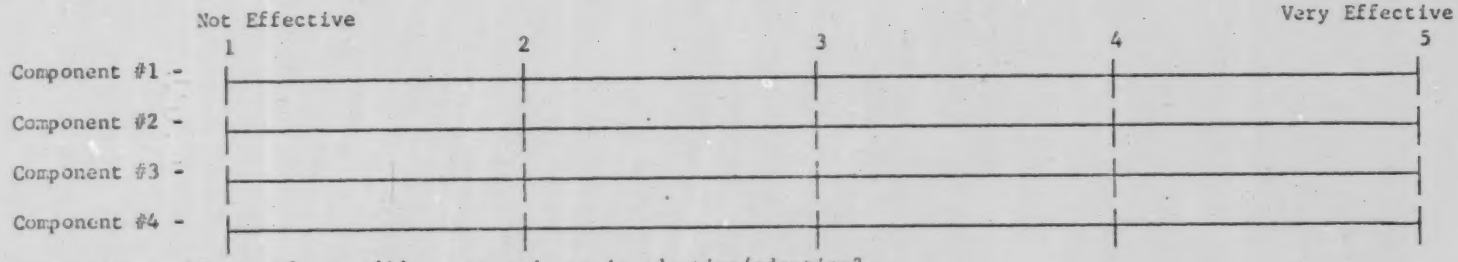
GRAND TOTAL: $ 2??.-

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ✓ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ✓ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

Too early to know - just getting started

7. Could we be of further service to you? Yes - Please send me a complete set of the evaluation and descriptive materials which you use.

COMMENTS: Yes - a visit to our district as Dr. Ingram did would be helpful - Jason one of your trainers and our administrator who was involved the installation possibilities

NAME Lee Buchanan Ed D. DISTRICT Covina Union SCHOOL ____

Director of Special Programs

Your report is appreciated and valued...Thank you!

RECEIVED
APR 9 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

Larry,

We appreciated very much the opportunity for our trainers visit here and workshop. Would it be possible to pre-plan some activities for 73-74 using some of your staff — as described in Title 6751(c) and CHC Title 5 Section 3225(a)? Lee

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Claremont Unified S.D.
Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. 2. 3. 4. 5.					
Component #2: Learning Center	1. 2. 3. 4. 5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. 2. 3. 4. 5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. 2. 3. 4. 5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above					
Component #3 above					
Component #4 above					
SUB-TOTALS	$	$	$	$	$

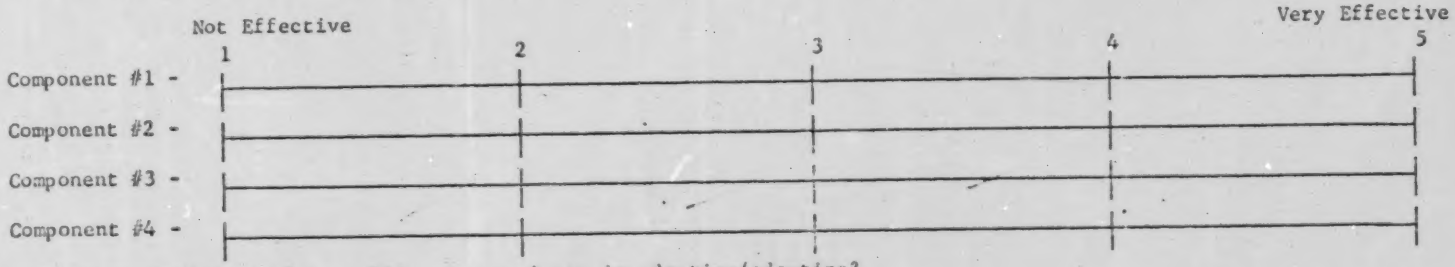
GRAND TOTAL: $

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ____ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

7. Could we be of further service to you? Our visit was merely observational and there have been no overtures at this time to implement comparable programs - Thank you

COMMENTS:

NAME Ethel K. Fornwalt DISTRICT Claremont Unified SCHOOL ____

Your report is appreciated and valued...Thank you!

RECEIVED
APR 4 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Covina Valley

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. 2. 3. 4. 5.					
Component #2: Learning Center	1. 2. 3. 4. 5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. 2. 3. 4. 5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. 2. 3. 4. 5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above					
Component #3 above					
Component #4 above					
SUB-TOTALS	$	$	$	$	$

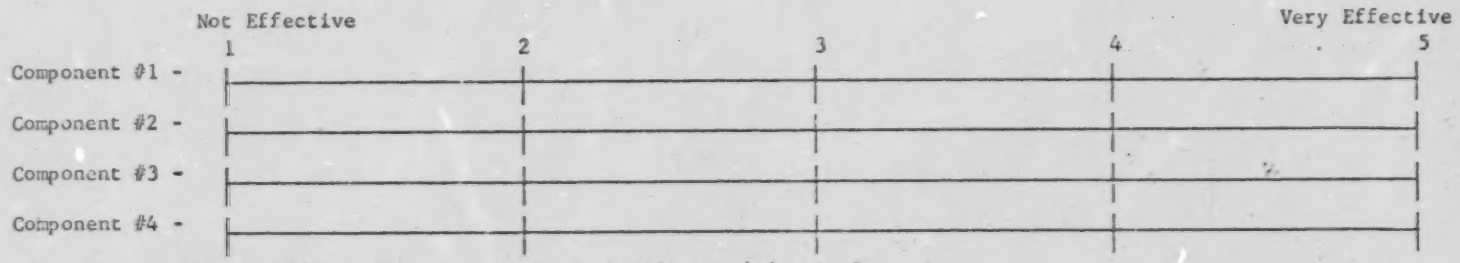
GRAND TOTAL: $

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ____ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

7. Could we be of further service to you? _____

COMMENTS: At present we are maintaining EH and EMR classes as self-contained units, but are increasing opportunities for integration. Under the guidelines of the Master Plan, we will have all four components mentioned on page one. We will hope to visit you again prior to that time.

NAME [illegible] DISTRICT Cuyama Valley SCHOOL _____

Your report is appreciated and valued...Thank you!

BEST COPY AVAILABLE

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. Wilson		X	100	K-6	30
	2.					
	3.					
	4.					
	5.					
Component #2: Learning Center	1. Wilson		X	100	K-6	30
	2.					
	3.					
	4.					
	5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. Wilson		X	100	K-6	30
	2.					
	3.					
	4.					
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. Wilson		X	100	K-6	30
	2.					
	3.					
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above		250.00			250.00
Component #2 above					
Component #3 above					
Component #4 above					
SUB-TOTALS	$	$	$	$	$250.00

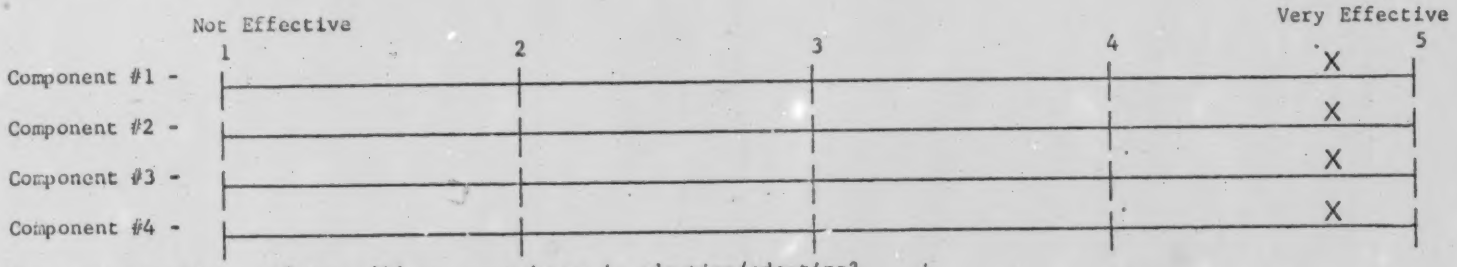
GRAND TOTAL: $ 250.00

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes X No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No X

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

None

7. Could we be of further service to you? Additional visitation

COMMENTS: _____

NAME Victor M. Norton DISTRICT Cupertino Union School District SCHOOL Wilson

Your report is appreciated and valued...Thank you!

RECEIVED
APR 19 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Hope Elementary

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. 2. 3. 4. 5.					
Component #2: Learning Center	1. 2. 3. 4. 5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. 2. 3. 4. 5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. 2. 3. 4. 5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above					
Component #3 above					
Component #4 above					
SUB-TOTALS	$	$	$	$	$

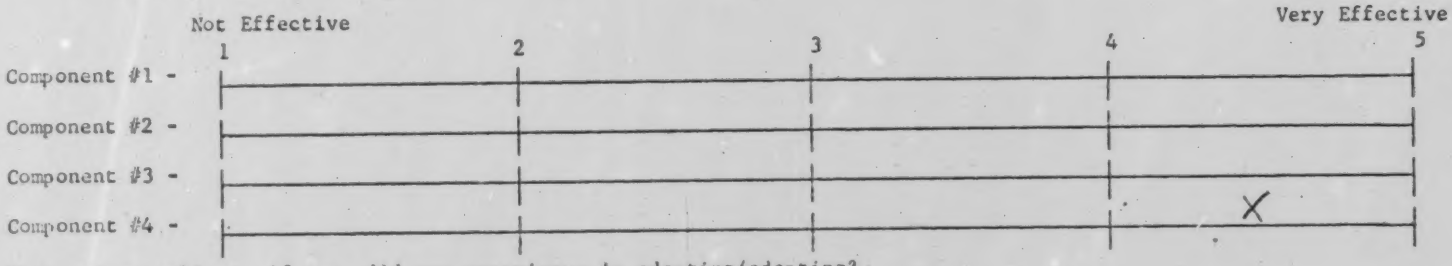
GRAND TOTAL: $

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ✓ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

finding release-time to meet

7. Could we be of further service to you? ____

COMMENTS: We are in the process of applying for EEE funds. Portions of your presentation (inservice) to our staff in terms of interactive "Student with Special Needs" to E Multi-Aid to help students. A- yet we have [illegible]. Money is our biggest problem this year due to SB. 90!

NAME [illegible] DISTRICT Huntington Beach SCHOOL Gil District school (s)

Your report is appreciated and valued...Thank you!

RECEIVED
APR 10 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Hueneme S.D.

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. Williams		x	100	K-6	
	2. E. O. Green		x	200	6-8	
	3.					
	4.					
	5.					
Component #2: Learning Center	1. Williams		x	100	K-6	
	2. E. O. Green		x	200	6-8	
	3.					
	4.					
	5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. Williams		x	100	K-6	
	2. E.O. Green		x	200	6-8	
	3.					
	4.					
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. Williams		x	100	K-6	?
	2. E. O. Green		x	200	6-8	?
	3.					
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above	10.00		92.00	25.00	
Component #3 above					
Component #4 above					
SUB-TOTALS	$ 10.00	$	$ 92.00	$ 25.00	$ 127.00
				GRAND TOTAL:	$ 127.00

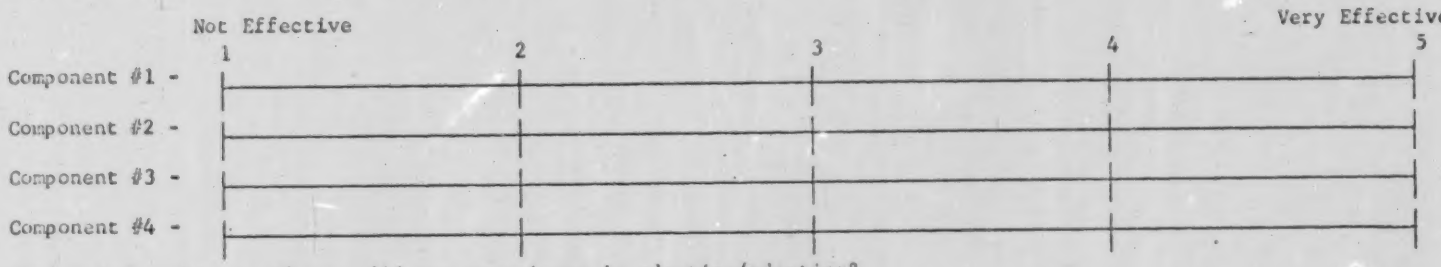
Estimate only

BEST COPY AVAILABLE

3. Do you plan to ~~continue~~ try the program next year? Yes x No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students: Will plan to implement program 1973-74



6. What major problems, if any, did you experience in adopting/adapting?

7. Could we be of further service to you? ____

COMMENTS: Possibly further visits by our staff and some consultation.

You have been very helpful already, which we appreciate.

NAME V. Glenn Johnson, Asst. Supt., Special Services DISTRICT Hueneme SCHOOL ____

Your report is appreciated and valued...Thank you!

RECEIVED
APR 4 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Lancaster School District

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered) ....Please check one....	STUDENTS INVOLVED? Number	STUDENTS INVOLVED? Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. Sierra Jr. H.		✓	12	1-6	2
	2. Fisher Jr. H.		✓	10	1-6	2
	3. Desert View		✓	12	1-6	2
	4.					
	5.					
Component #2: Learning Center	1. Sierra		✓			
	2. Fisher		✓			
	3. Desert View		✓			
	4.					
	5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. Sierra	✓				
	2. Fisher	✓				
	3. Desert View	✓				
	4.					
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. Sierra		✓			
	2. Fisher		✓			
	3. Desert View		✓			
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above	50	$250	400	200	$900
Component #2 above					
Component #3 above					
Component #4 above					
SUB-TOTALS	$ 50	$ 250	$ 400	$ 200	$900

Over all estimate for district involvement for the year (72-73) $

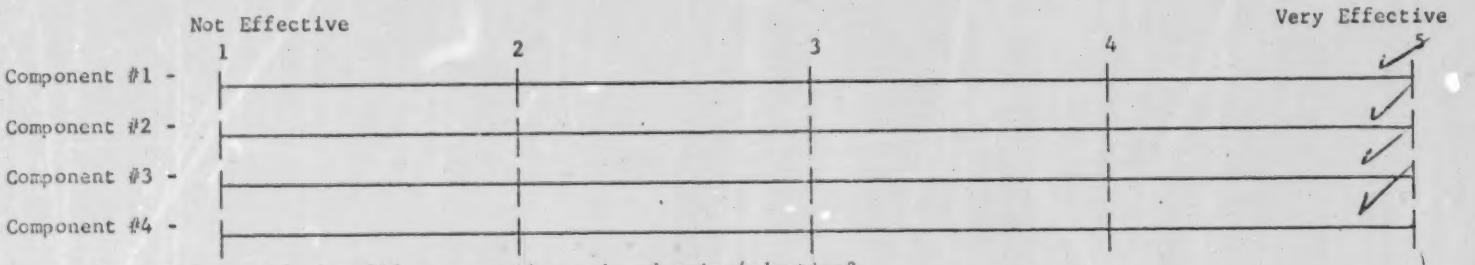
GRAND TOTAL: $ 900

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ✓ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ✓ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

Tool up time; Carry through and preparation for commitment

7. Could we be of further service to you? Yes: Consultant Service and assistance

COMMENTS: with program development and inservice

NAME James Frota DISTRICT Lancaster School Dist. SCHOOL ____

Your report is appreciated and valued...Thank you!

An outstanding project; well received by Lancaster

RECEIVED
APR 4 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Los Angeles City S.D.
Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. 2. 3. 4. 5.					
Component #2: Learning Center	1. 2. 3. 4. 5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. Distribute to all 2. H.C.'s 3. 4. 5.		✓	30	7-8-9	4
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. 2. 3. 4. 5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above					
Component #3 above		$25.00			
Component #4 above					
SUB-TOTALS	$	$ 25.00	$	$	$

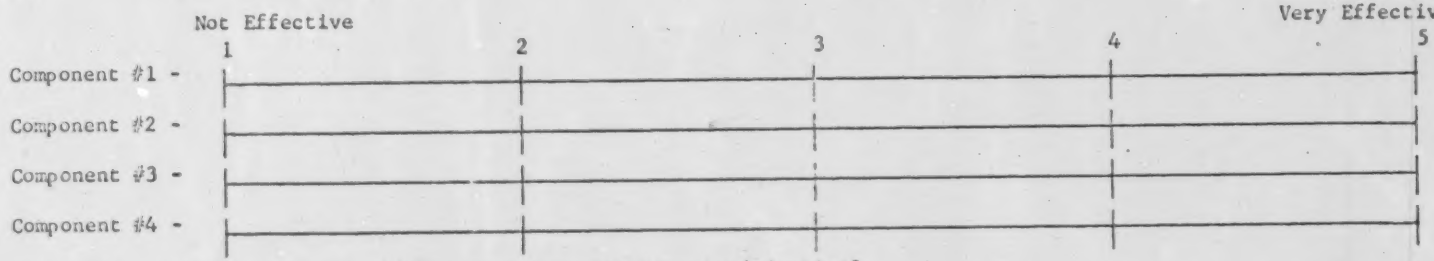
GRAND TOTAL: $ 25.00

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ____ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

7. Could we be of further service to you?

COMMENTS: We are planning to initiate the Placement Committee technique next fall. Another visit to the Demonstration Center would be in order next October

NAME John A. Olinski DISTRICT Los Angeles City SCHOOL Olive Vista Jr. Hi

Your report is appreciated and valued...Thank you!

RECEIVED
APR 4 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Modesto City S.D.
Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. 2. 3. 0 4. 5.					
Component #2: Learning Center	1. 2. 3. 0 4. 5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. 2. 3. 0 4. 5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. 2. 3. 0 4. 5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above	✓		✓	✓	
Component #2 above					
Component #3 above					
Component #4 above					
SUB-TOTALS	$ 10.00	$	$ 670.00	$?	$

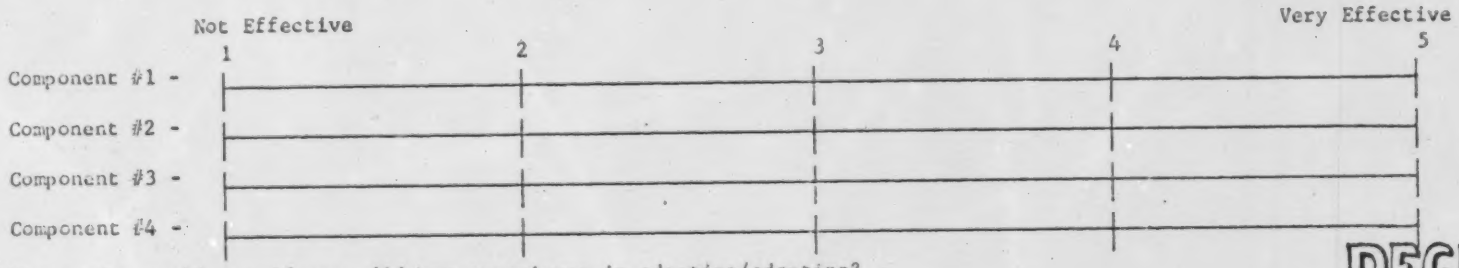
GRAND TOTAL approx. 680.00 CPR

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ____ No ✓ See below.

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No ✓ " "

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

RECEIVED
APR 12 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

on 5-24-73 by Larry.

7. Could we be of further service to you? Yes - presentation scheduled in Modesto

COMMENTS: From Mrs. Alberta Martone, Principal at Rose Ave. School — is their desire to incorporate many of our ideas on integration behavior mod., record-keeping, resource teachers etc. into new Sonoma School Program for next year.

Claudia 4-12-73

NAME J Clark DISTRICT Modesto City SCHOOL ____

Your report is appreciated and valued...Thank you!

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Mojave Unified
Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. 2. 3. 4. 5.					
Component #2: Learning Center	1. 2. 3. 4. 5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. 2. 3. 4. 5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. 2. 3. 4. 5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above		1 50			
Component #2 above		1 50			
Component #3 above		1 50			
Component #4 above		1 50			
SUB-TOTALS	$	$ 6 00	$	$	$

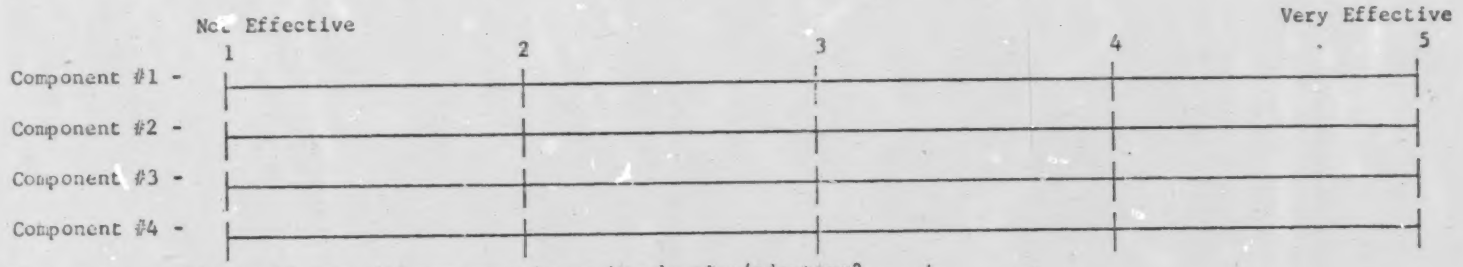
GRAND TOTAL: $ 6 00

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ____ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

7. Could we be of further service to you? _____

COMMENTS: _____

NAME Arlo Sturgeon cr DISTRICT Mojave Unified SCHOOL _____

Your report is appreciated and valued...Thank you!

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

E.S.E.A. TITLE III PROJECT #252
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Napa Valley Unified
Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do)	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
		....Please check one....				
Component #1: Special Education Resource Teacher	1. 2. 3. 4. 5.					
Component #2: Learning Center	1. 2. 3. 4. 5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. 2. 3. 4. 5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. 2. 3. 4. 5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above					
Component #3 above					
Component #4 above					
SUB-TOTALS	$	$ 104.00	$	$ -	$

$74.00 x 2 - flight
$8x 2 - meals

approx. CBR - 2 visitations
-"- from District

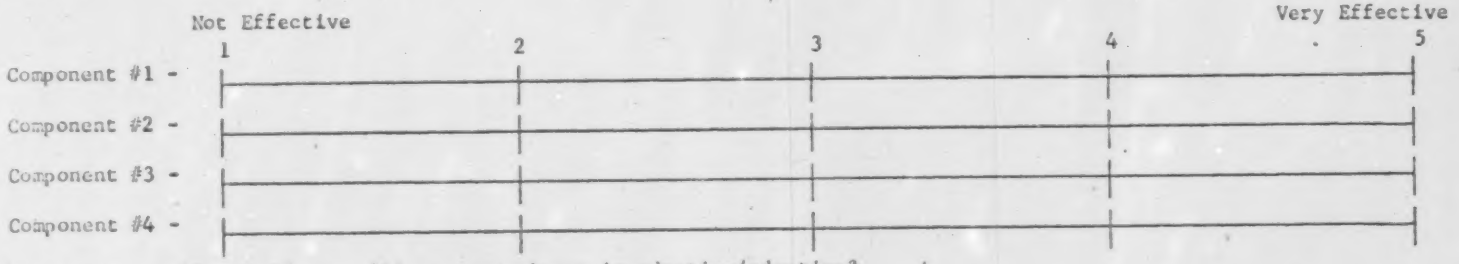
GRAND TOTAL: $ 104.00

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ____ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ____ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

7. Could we be of further service to you? _____

COMMENTS: _____

NAME Chester Cooley CR DISTRICT Napa Valley Unified SCHOOL _____

Your report is appreciated and valued...Thank you!

BEST COPY AVAILABLE

NAPA VALLEY UNIFIED SCHOOL DISTRICT
YOUNTVILLE, CALIFORNIA 94599

J. WIN PAYNE
SUPERINTENDENT

CHESTER COOLEY
DIRECTOR OF
PUPIL PERSONNEL SERVICES

BEST COPY AVAILABLE

April 30, 1973

Larry R. Belkin
Project Director
Fountain Valley School District
Number One Lighthouse Lane
Fountain Valley, California 92708

Dear Mr. Belkin:

I have your letter of March 30 and the evaluation questionnaire relating to "Handicapped Children in the Regular Classroom".

First, let me apologize for the delay in my response. This was due to illness on my part.

Secondly, I am afraid that I cannot complete your evaluation questionnaire in any meaningful way because we, as yet, have made no specific plans to incorporate components of your particular project into our Special Education program.

My visit to your program was part of an over-all effort to see a variety of innovative ideas in dealing with the handicapped.

Let me take this opportunity to thank you for the congenial and informative visit with your staff. I can only say that I was most impressed by what you are doing. The component I was most interested in was #4 and its contribution to truly individualizing instruction for the handicapped.

Good luck to you in the future as you refine and expand your efforts.

Sincerely,

Chester Cooley

Chester Cooley
Director of Pupil
Personnel Services

CC:hk

RECEIVED
MAY 3 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Newhall

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered) ....Please check one....	STUDENTS INVOLVED? Number	STUDENTS INVOLVED? Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. Newhall		✓	17	2-6	½
	2. Old Orchard		✓	9	1-6	½
	3. Peachland		✓	10	1-6	½
	4. Wiley Canyon		✓	10	2-6	½
	5.					
Component #2: Learning Center	1. [illegible]		✓			
	2. [illegible]		✓			
	3. Newhall		✓	41	1-6	3
	4.					
	5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. Newhall	—			1-6	5
	2. Old Orchard					
	3. Peachland					
	4. Wiley Canyon					
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. Newhall		—			
	2.	Psych. Sp. Ed. Teach.		41	1-6	4
	3.	Prin. Coord. of Pro.				
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above	20	20			40
Component #2 above	20	20			40
Component #3 above					
Component #4 above	20	20			40
SUB-TOTALS	$ 60	$ 60	$	$	$ 120

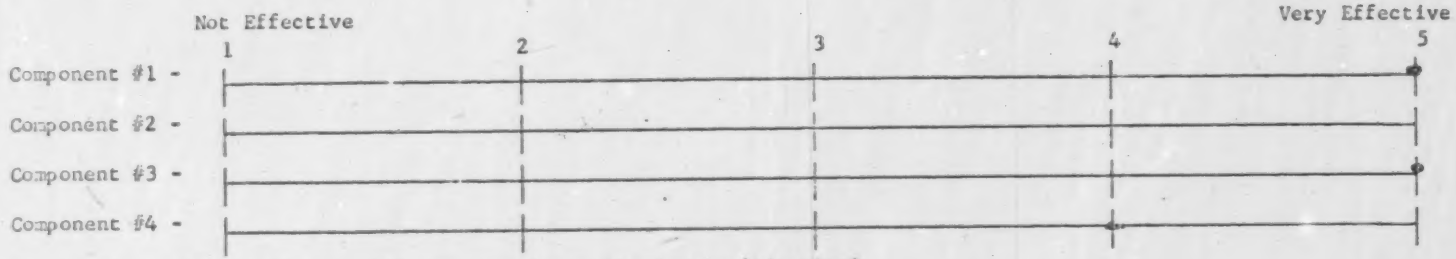
GRAND TOTAL: $ 120

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ✓ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ✓ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

#2 we plan to adopt & implement in 73-74

7. Could we be of further service to you? Our previous visit was very helpful.

COMMENTS: _____

NAME John Kostyshen DISTRICT Newhall SCHOOL _____

Your report is appreciated and valued...Thank you!

RECEIVED
APR 4 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Newark Unified S.D.
Spring, 1973.

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. James Graham	✓		45	3-6	6
	2.					
	3.					
	4.					
	5.					
Component #2: Learning Center	1. James Graham	✓		45	3-6	6
	2.					
	3.					
	4.					
	5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. James Graham	✓		45	3-6	6
	2.					
	3.					
	4.					
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. James Graham	✓		45	3-6	20
	2.					
	3.					
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above	✓	✓	✓	✓	350.00
Component #2 above		✓	✓		
Component #3 above			✓		
Component #4 above			✓		
SUB-TOTALS	$ 100	$ 50	$ 100	$	$

GRAND TOTAL: $ 450.00

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ✓ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ✓ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students: Pls. [illegible]

	Not Effective 1	2	3	4	Very Effective 5
Component #1 -					
Component #2 -					
Component #3 -					
Component #4 -					

6. What major problems, if any, did you experience in adopting/adapting?

Especially time -

7. Could we be of further service to you? No --

COMMENTS: Have [illegible] thanks for the assistance given [illegible] in helping all on this project. Always keep [illegible] [illegible]

NAME [illegible] DISTRICT Newark Unified Newark, Calif SCHOOL [illegible]

Your report is appreciated and valued...Thank you!

RECEIVED
APR 17 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

San Ramon S.D.

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. 2. 3. 4. 5.					
Component #2: Learning Center	1. None at this 2. 3. 4. 5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. time 2. 3. 4. 5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. 2. 3. 4. 5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above	Do not	put	my	time	expenses
Component #3 above					
Component #4 above					
SUB-TOTALS	$	$	$	$	$

GRAND TOTAL: $

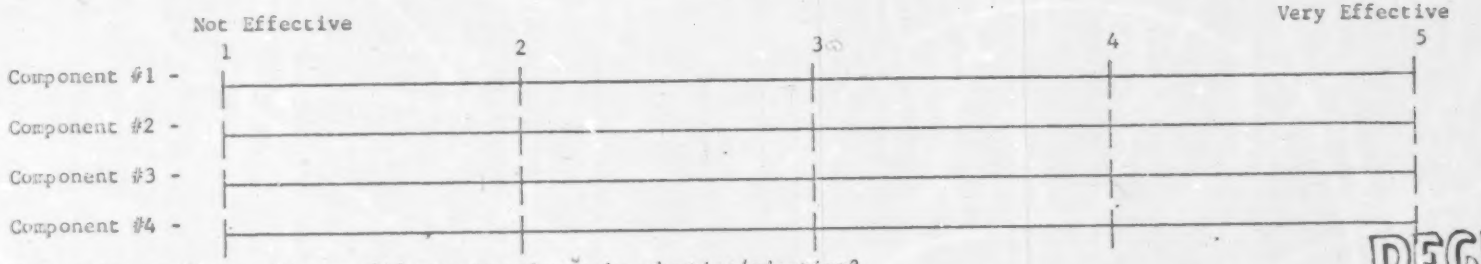
BEST COPY AVAILABLE

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes 7 No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes 7 No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

RECEIVED
APR 6 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

7. Could we be of further service to you? ____

COMMENTS: Dear Mr. Bolkom, — It was my desire to attempt to approach a plan similar to yours at my present school next year. However, due to recent transfer of my husband, I will no longer be in this area. Therefore, am filling a report of recommendation with our Asst. Supt. & feel it would probably go the ways of most reports without response to you. (Hope not) As for myself, I still have high hopes of being able to use knowledge of your project toward Title I & programming in my next position. Do this latter I may be contacting you for further info because. Thanks much for all your time for kids + me!

NAME D. Ann Yohas DISTRICT San Ramon SCHOOL Country Club

Your report is appreciated and valued...Thank you!

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Santa Ana Unif. S.D.

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. [illegible]		✓	12	1-6	2
	2. [illegible]		✓	12	1-6	2
	3. [illegible]		✓	26	1-5	2
	4. [illegible]		✓	12	2-6	4
	5.					
Component #2: Learning Center	1.					
	2.					
	3.					
	4.					
	5.					
Component #3: Local Admissions Committee (30 day trial placements)	1.					
	2.					
	3.					
	4.					
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1.					
	2. [illegible]					
	3.					
	4. [illegible]					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above	5	30		Visits (in-service) 11,00	
Component #2 above				[illegible]	
Component #3 above				[illegible]	
Component #4 above					
SUB-TOTALS	$ 200	$ 0	$	$ 11,130	$ 11,330

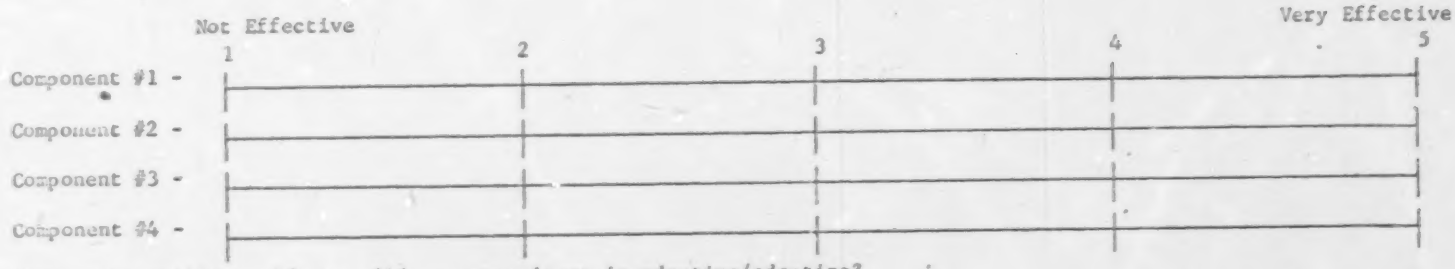
GRAND TOTAL: $ 11,330

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ✓ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ✓ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



6. What major problems, if any, did you experience in adopting/adapting?

Wait know until next year. Demand is a
liberal situation

7. Could we be of further service to you? Probably

COMMENTS: Let's talk up in the air Tony

Dave

NAME David Strauss DISTRICT Santa Ana USD SCHOOL District

Your report is appreciated and valued...Thank you!

RECEIVED
APR 5 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

South Whittier S.D.
Spring, 1973.

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. LOS ALTOS		✓	22	1-6	30
	2.					
	3.					
	4.					
	5.					
Component #2: Learning Center	1. LOS ALTOS		✓	2	1-6	30
	2.					
	3.					
	4.					
	5.					
Component #3: Local Admissions Committee (60 day trial placements)	1.					
	2.					
	3.					
	4.					✓
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. LOS ALTOS			200		30
	2. PARENTHOOD			100		15
	3. SUNNYSIDE			200		20
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

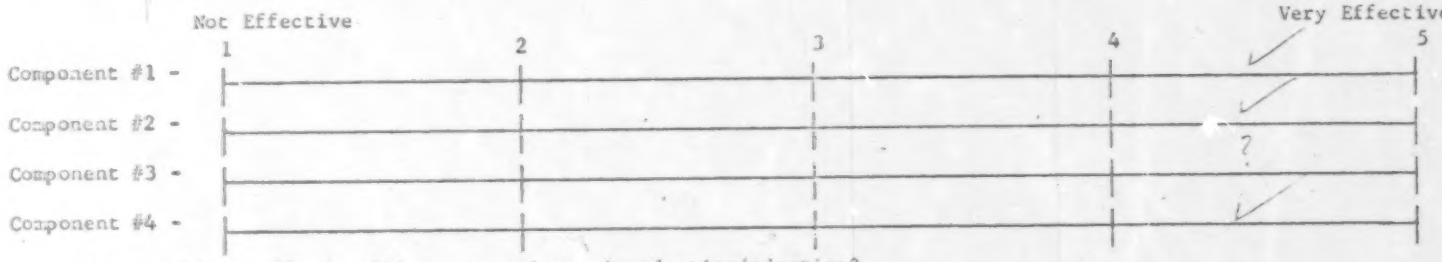
Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above		750 ??	-	11,000 ?? (materials)	19750
Component #2 above					
Component #3 above					
Component #4 above		350 ??		500 ??	350
SUB-TOTALS	$	$ 1,100	$	$ 10,500 ??	$
				GRAND TOTAL:	$ 11,600

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ✓ No ____

4. Do you plan to expand the program to other classrooms, chools next year? Yes ✓ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students:



BEST COPY AVAILABLE

6. What major problems, if any, did you experience in adopting/adapting?

None that we didn't anticipate -
1. Communication between staff. 2. Effective use of Aides 3. Teacher ability to carry out lesson plans / proper utilization of materials.

7. Could we be of further service to you? ____

COMMENTS: Yes - in future.

RECEIVED
APR 12 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

NAME Vera Hogue DISTRICT Fa. Valley SCHOOL ____

Your report is appreciated and valued...Thank you!

Larry B.
Thanks for your help! Project is living very well
- gets better each day. - V.H.

PLEASE RETURN
AS SOON AS POSSIBLE

EVALUATION QUESTIONNAIRE
E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

Stockton Unified

Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973? Depends on Title VI-B Funding.

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered)	STUDENTS INVOLVED? Number	Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. E.H. Resource			335	K-9	18
	2. Teachers serve					
	3. The Schools listed(attached)					
	4. No EMR integration					
	5. YET!					
Component #2: Learning Center	1.					
	2.					
	3.					
	4.					
	5.					
Component #3: Local Admissions Committee (60 day trial placements)	1. Hope to adopt					24
	2. in Fal 1973.					
	3.					
	4.					
	5.					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & Reg. Classrm. Teachers & Principal)	1. Will adopt if			100	K-6	
	2. Title VI-B funding					11
	3. is available.					
	4.					
	5.					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel, per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above		$560		$500	$ 1060
Component #2 above					
Component #3 above					
Component #4 above			$600	$100	$ 1600
SUB-TOTALS	$	$ $560	$ $600	$ $600	$

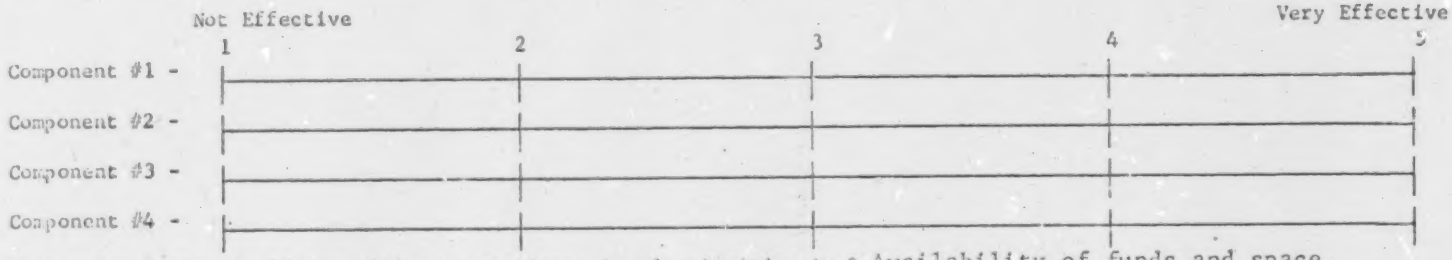
GRAND TOTAL: $ $ 2600

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes X No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes X No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students: Not yet implemented.



6. What major problems, if any, did you experience in adopting/adapting? Availability of funds and space.
Resistance by regular classroom teachers and principals.

7. Could we be of further service to you? If we are funded.

COMMENTS: You have been of tremendous assistance.

NAME Don [illegible] DISTRICT [illegible] SCHOOL ____

Your report is appreciated and valued...Thank you!

RECEIVED
MAY 14 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

PLEASE RETURN
AS SOON AS POSSIBLE

E.S.E.A. TITLE III PROJECT 1232
"HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM"

West Covina Unified
Spring, 1973

1. Which parts (components) of our project are you using or plan to use by December, 1973?

PARTS OF PROJECT (COMPONENTS)	What schools are or will be involved? (Please list; use attached sheet if required.)	ADOPTED? (used like we do) ....Please check one....	ADAPTED? (modified, altered) ....Please check one....	STUDENTS INVOLVED? Number	STUDENTS INVOLVED? Level or grade	NUMBER OF STAFF MEMBERS INVOLVED?
Component #1: Special Education Resource Teacher	1. ___ 2. ___ 3. ___ 4. ___ 5. ___					
Component #2: Learning Center	1. [illegible] 2. [illegible] 3. [illegible] 4. ___ 5. ___		✓ ✓ ✓	12- 2-1 12-	4-5-6 4-6 1-3-4	1 2 1
Component #3: Local Admissions Committee (60 day trial placements)	1. ___ 2. ___ 3. ___ 4. ___ 5. ___					
Component #4: Team Approach (Psych., Speech & Language and Growth & Development Specialists, Sp. Ed. Resource & reg. Classrm. Teachers & Principal)	1. ___ 2. ___ 3. ___ 4. ___ 5. ___					

2. Your district or school has probably expended funds in adopting/adapting the above components. For what were funds expended? How much was expended? You may consider expenses which include costs for attending ACSA/EXPO, visiting us or a demonstration center, attending workshops. These expenses may include: travel per diem, salaries, substitutes pay required to release staff, hiring of additional staff, materials and equipment required. If you can "break-out" the expenses, please do so. If this is not possible, please estimate a total amount. This information will assist us in telling other districts and legislators what it costs to adopt/adapt our project in parts or as a whole. Also, this information may be of value to you pursuant to the Stull Bill (i.e. district, school, teacher objectives/accountability).

ACTIVITIES

Travel per diem, salaries ($ or time) sub. pay, additional staff, materials and equipment, miscellaneous.	Attended ACSA/EXPO	Visited project or demonstration center.	Attended staff-training workshop.	Other activities after staff-training: more visitation, training, securing additional staff, materials, etc.	TOTAL FOR COMPONENT
Component #1 above					
Component #2 above				$500^{00} + 700^{00}$	$1200
Component #3 above					
Component #4 above					
SUB-TOTALS	$	$	$	$	$

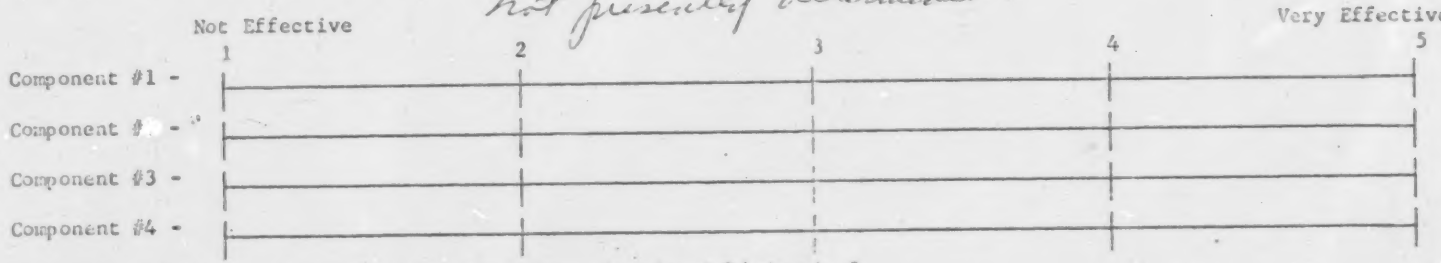
GRAND TOTAL: $ 1200.00

BEST COPY AVAILABLE

3. Do you plan to continue the program next year? Yes ✓ No ____

4. Do you plan to expand the program to other classrooms/schools next year? Yes ✓ No ____

5. If you have had sufficient time to try our program components, please report the extent to which they are effective solutions to problems that address the needs of students: Not presently determined.



6. What major problems, if any, did you experience in adopting/adapting? Type of building structure - individual classrooms

7. Could we be of further service to you? Not at present, thank you.

COMMENTS: _____

NAME Mrs. Harold Burke DISTRICT West Covina Unified SCHOOL District Office

Your report is appreciated and valued...Thank you!

RECEIVED
APR 17 1973
SPECIAL EDUCATION
FOUNTAIN VALLEY SCHOOL DIST.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

1972-73 ADOPTION/ADAPTION ACTIVITIES:

Handicapped Children in the Regular Classroom
(Project Title)

1972-73 ADOPTION/ADAPTION ACTIVITIE

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = O
POTENTIAL = P

DISTRICT: (List Schools and Contact Person)	Component	0.0 1	2	3	4	Dis #	1.0 INITIAL AWARENESS: ACSA/ERIC	DISTRICT MAILING	OTHER	SECONDARY AWARENESS: DATE	A - Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	2.0 VISIT/ ONSTRA: DATE
Berryessa Union School District Dr. Lee Buchanan, Dir. Spec. Programs						012	0	1					8	
Birchwood School		AA	AA	0	AA									
Piedmont School		AA	AA	0	C									
Berryessa School		AA	0	0	0									
Toyon Elementary School		AA	0	0	0									
West Covina Unified M. Harold Burke, Director of Research & P.P.S.						160	0	1					8	
California School		0	AA	0	0									
Merced School		0	AA	0	0									
Wescove School		0	AA	0	0									
Cupertino Union School District Victor Norton, Principal						028	0	3					8	
Wilson School		AA	AA	AA	AA									
Hueneme Elementary School District V. Glen Johnson, Assist. Supt., Sp. Serv						052	1	1	1				8	
Williams School		AA	AA	AA	AA									
Green School		AA	AA	AA	AA									

LE 1972-73 ADOPTION/ADAPTION ACTIVITIES: _____

INITIAL AWARENESS			SECONDARY AWARENESS			MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	VISIT/DEMONSTRATION		STAFF TRAINING		TECHNICAL ASSISTANCE FOR IMPLEMENTATION			PRODUCER SCHOOL				CONSUMER SCHOOL		
ACSA/EMIS	DISTRICT MAILING	OTHER	DATE	A - Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE		DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	CONTACTS (Date)	WORK WITH: A-Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	DATE	PROFESSIONAL STAFF TIME	TRAVEL TIME	TRAVEL COST	TOTAL COST	FUNDS EXPENDED	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS
0	1					8				6									288.	11	7
0	1					8				1									1200.	4	43
0	3					8		6		2									250.	30	400
1	1	1				8		13		16									127.	18	1,20

BEST COPY AVAILABLE

BEST COPY AVAILABLE

1972-73 ADOPTION/ADAPTION ACTIVITIES:

Handicapped Children in the Regular Classroom
(Project Title)

1972-73 ADOPTION/ADAPTION ACTIVITIES:

1.0 INITIAL AWARENESS | SECONDARY AWARENESS | 2.0 VISIT/DEMONSTRAT

DISTRICT:
(List Schools and Contact Person)

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = O
POTENTIAL = P

Component	0.0 1	2	3	4	Dist #	1.0 INITIAL AWARENESS: ACSA/EXEC	DISTRICT MAILING	OTHER	SECONDARY AWARENESS: DATE	A - Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	2.0 VISIT/DEMONSTRAT: DATE
Lancaster School District Jim Freda, Asst. Supt., Ed. Services					060	0	1					8	
Sierra School	AA	AA	AO	AA									
Joshua School	AA	AA	AO	AA									
Desert View School	AA	AA	AO	AA									
L.A. City Unified John Olinski, Assist. Principal					066	8	8					8	
Olive Vista Jr. High	0	0	AA	0									
Newark Unified Mel Brinkley, Principal					086	1	1					8	
James Graham School	AO	AO	AO	AO									
Newhall Elementary School District John Rostykus, Adm. Assistant					087	1	1					8	
Newhall School	AA	AA	AO	AA									
Old Orchard School	AA	0	AO	0									
Peachland School	AA	0	AO	0									
Wiley Canyon School	AA	0	AO	0									

ABLE

1972-73 ADOPTION/ADAPTION ACTIVITIES: _____

INITIAL AWARENESS			SECONDARY AWARENESS				VISIT/DEMONSTRATION		STAFF TRAINING		TECHNICAL ASSISTANCE FOR IMPLEMENTATION				PRODUCER SCHOOL				CONSUMER SCHOOL		
AGSA/EXTG	DISTRICT MAILING	OTHER	DATE	A - Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	MONITOR (Date)	WORK WITH: A-Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	DATE	PROFESSIONAL STAFF TIME	TRAVEL TIME	TRAVEL COST	TOTAL COST	FUNDS EXPENDED	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED
0	1					8		0		10									900.00	6	34
8	8					8		0		2									25.00	4	30
1	1					8		2		8					12 hrs	2 hrs	$52.10	35.90	450.00	20	45
1	1					8		2		0									120.00	14	46

BEST COPY AVAILABLE

BEST COPY AVAILABLE

1972-73 ADOPTION/ADAPTION ACTIVITIES:

Handicapped Children in the Regular Classroom
(Project Title)

1972-73 ADOPTION/ADAPTION ACTIVITIES:

1.0 2.0

DISTRICT:
(List Schools and Contact Person)

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0
POTENTIAL = P

List #	Component	0.0 1	2	3	4	Dist #	INITIAL AWARENESS: ACSA/EXPO	INITIAL AWARENESS: DISTRICT MAILING	INITIAL AWARENESS: OTHER	SECONDARY AWARENESS: DATE	SECONDARY AWARENESS: A - Admin. T - Teachers S - Students P - Parents	SECONDARY AWARENESS: NUMBER OF PEOPLE	MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	VISIT/DEMONSTRAT: DATE
130	Santa Ana Unified School District Mrs. Donna Null, Coordinator, Sp. Ed.						0	0					8	
	Taft School	AA	0	0	0									
	Wilson School	AA	0	0	0									
	Roosevelt School	AA	0	0	0									
	Diamond School	AA	0	0	0									
143	Stockton Unified School District Mr. Don Evans, Coordinator, Sp. Ed. Ser.					143	0	1					8	
	Elementary:													
	Adams, August, Cleveland, El Dorado, Fillmore, Grunsky, Hazelton, Hoover, Jefferson, Madison, Montezuma, Pulliam, Roosevelt, Tyler, Victory, Wilson	AO	0	0	0									
	Jr. High:													
	Fremont	AO	0	0	0									
	Hamilton													
	Marshall													
	Stockton, Jr.													
	Webster													

1972-73 ADOPTION/ADAPTION ACTIVITIES: _____

1.0 3.0 4.0 5.0

INITIAL AWARENESS			SECONDARY AWARENESS			MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	VISIT/DEMONSTRATION		STAFF TRAINING		TECHNICAL ASSISTANCE FOR IMPLEMENTATION			PRODUCER SCHOOL				CONSUMER SCHOOL		
ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - Admin. T - Teachers S - Students P - Parents NUMBER OF PEOPLE			DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE (Date)	WORK WITH: A-Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	DATE	PROFESSIONAL STAFF TIME	TRAVEL TIME	TRAVEL COST	TOTAL COST	FUNDS EXPENDED	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED
0	0					8		2		20		A,T	40		6 hrs	1 hr	$2.40	72.40	1,330	10	134
0	1					8		7		8					12 hrs	2 days	$40.00	89.30	2,600	18	335

BEST COPY AVAILABLE

BEST COPY AVAILABLE

1972-73 ADOPTION/ADAPTION ACTIVITIES:

Handicapped Children in the Regular Classroom
(Project Title)

DISTRICT:
(List Schools and Contact Person)

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = O
POTENTIAL = P

Component	0.0 1	2	3	4	Dis- trict	1.0 INITIAL AWARENESS: ACSA/ERIC	DISTRICT MAILING	OTHER	SECONDARY AWARENESS: DATE	A - Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	2.0 VISIT/DEMONSTRATION: DATE
South Whittier Voris Hoffman, Assist. Supt., Ed.						141	2			T	40	8	
Los Altos School	AA	AA	0	AA									
Sunnyside School	0	0	0	AA									
Telechron School	0	0	0	AA									
Madera Unified School District Mrs. Maxine Yocum, Ed. Services	P	P	P	P									
Fountain Valley School District Mr. Larry Belkin, Coord., Title III										T	63		
Arevalos School	AO	AO	AO	AO									
Bushard	AO	AO	AO	AO									
Cox	AO	AO	AO	AO									
Fountain Valley	AO	AO	AO	AO									
Fulton	AO	AO	AO	AO									
Gisler	AO	AO	AO	AO									
Harper	AO	AO	AO	AO									
Lamb	AO	AO	AO	AO									
McDowell	AO	AO	AO	AO									
Moiola	AO	AO	AO	AO									
Newland	AO	AO	AO	AO									
Nieblas	AO	AO	AO	AO									
Oka	AO	AO	AO	AO									
Plavan	AO	AO	AO	AO									
Talbert	AO	AO	AO	AO									
Tamura	AO	AO	AO	AO									
Wardlow													

1972-73 ADOPTION/ADAPTION ACTIVITIES: _____

1.0 2.0 4.0 5.0

INITIAL AWARENESS			SECONDARY AWARENESS				VISIT/DEMONSTRATION		STAFF TRAINING		TECHNICAL ASSISTANCE FOR IMPLEMENTATION				PRODUCER SCHOOL				CONSUMER SCHOOL		
ACSA/FFHO	DISTRICT MAILING	OTHER	DATE	A - Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	MATERIALS SENT: NO. OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	AGENCY (Date)	WORK WITH: A-Admin. T - Teachers S - Students P - Parents	NUMBER OF PEOPLE	DATE	PROFESSIONAL STAFF TIME	TRAVEL TIME	TRAVEL COST	TOTAL COST	FUNDS EXPENDED	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS
141	2			T	40	8		3		0									11,600	70	6[illegible]
				T	63							A,T,P	441						3,600	441	978

BEST COPY AVAILABLE